

## Why Do People Work?

### Lesson Synopsis:

The students will learn why people work to meet basic needs. They will understand how technology has changed jobs and the way basic human needs are met.

### TEKS:

**K.7 Economics. The student understands the value of jobs. The student is expected to:**

- K.7A** Identify jobs in the home, school, and community.
- K.7B** Explain why people have jobs.

**K.9 Government. The student understands the role of authority figures. The student is expected to:**

- K.9A** Identify authority figures in the home, school, and community.
- K.9B** Explain how authority figures make and enforce rules.

**K. 13 Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:**

- K.13A** Identify examples of technology used in the home and school.
- K.13B** Describe how technology helps accomplish specific tasks and meet people's needs.
- K.13C** Describe how his or her life might be different without modern technology.

### Social Studies Skills TEKS:

**K.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:**

- K.14B** Obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts.

**K.15 Social studies skills. The student communicates in oral and visual forms. The student is expected to:**

- K.15A** Express ideas orally based on knowledge and experiences.

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## GETTING READY FOR INSTRUCTION

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### Performance Indicator(s):

- Act out a job performed by a parent or family member who works in the community. Orally explain why the person works and why the job is needed by the community. Then name an authority figure for the job. (K.7A, K.7B; K.9A, K.9B; K.15A)

**ELPS** 3B

### Key Understandings and Guiding Questions:

- People have jobs in to meet basic human needs and to provide goods and services for the community.
  - How do jobs help people provide goods and services for the community?
  - How do authority figures help the community?
  - How has technology affected the kinds of jobs people have and the way that basic human needs are met?

### Vocabulary of Instruction:

- |             |                     |           |
|-------------|---------------------|-----------|
| • work      | • technology        | • choices |
| • job       | • past/present      |           |
| • community | • authority figures |           |

## Materials:

- Refer to the Notes for Teacher section for materials.

*(Appropriate materials may be substituted as needed to incorporate district resources and availability.)*

## Attachments:

- Handout: **Interview Questions** (1 per student)
- Teacher Resource: PowerPoint: **Then and Now**
- Handout: **Jobs Then and Now T-Chart**

## Resources and References:

- Library of Congress website: <http://memory.loc.gov/ammem/awlhtml/>

## Advance Preparation:

- Become familiar with content and procedures for the lesson.
- Refer to the Instructional Focus Document for specific content to include in the lesson.
- Select appropriate sections of the textbook and other classroom materials that support the learning for this lesson.
- Preview websites according to district guidelines.
- Locate 12 pictures of authority figures in the community.
- Prepare materials and handouts as needed.

## Background Information:

All humans require three things to survive: food, clothing, and shelter. Because people are different, they make different choices about how to meet these needs. Most people have jobs that not only enable them to meet their basic needs but also to be productive members of society or to accomplish goals and have a better life. Many of these jobs are found in the community and the jobs, such as working in a hospital, bank, store, government, etc. help meet the needs of the community. There are also authority figures in every job who set standards, enforce the law, or maintain social order.

Technology (the application of processes, methods, or knowledge processes, methods, or knowledge to achieve a specific purpose; something created by man to solve a problem) helps people accomplish tasks. Technology has also changed the way many tasks are accomplished. Technology makes work faster, easier and more efficient.

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## GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

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Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at [www.cscope.us/sup\\_plan\\_temp.doc](http://www.cscope.us/sup_plan_temp.doc). If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

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## INSTRUCTIONAL PROCEDURES

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### Instructional Procedures

#### ENGAGE – People work to meet needs

- Remind students that needs are met when people work. Jobs might be held by parents or other adults we know in the community.
- Ask:
  - How do jobs help people provide goods and services for the community?** Students brainstorm jobs that help meet needs. Write words on the board or chart paper.
- Explain to students that jobs provide a way to earn money so people can buy goods and services to meet the needs of their families. For example: a woman works as a school principal to earn money to buy food, clothing, and shelter for her family.

### Notes for Teacher

**NOTE:** 1 Day = 30 minutes

**Suggested Day 1 – 5 minutes**

#### Purpose:

- The purpose for this section is for students to focus on the basic needs of people in the community and the work people do to meet those needs.

**TEKS:** K.7A; K.7B; K.15A

## Instructional Procedures

### EXPLORE – Identifying Authority Figures

1. Display the pictures of authority figures in the community, one at a time. For each picture, ask students to identify who the figure is in the community. (Examples may include the school principal, the mayor, a police officer, a fireman, a doctor, the grocery store owner, a garbage truck driver, a construction worker, etc.)
2. Ask:
  - **How do authority figures help the community?** Choose one of the pictures, and explain as you describe the work the person does in the community and how he/she helps to meet the needs of the community.

### EXPLAIN – Describing authority figures

1. Divide students into groups of 3 and distribute one picture to each group.
2. In groups, students describe the work the person does and how he/she helps meet the needs of the community.
3. Each group shares the description of the work the person does and how it helps meet the needs of the community with the class.

### ENGAGE – Technology in the Community

1. Students discover information about jobs in the community by interviewing a parent or another adult about his/her job.
2. Distribute Handout: **Interview Questions** (1 per student) and ask students to “echo read” the words in bold. (Teacher reads the word, then students read the word, repeating the word several times.) The teacher then reads the full questions below the bold words with students.
3. Explain that students will interview an adult about their job in the community.
  - Explain to the adult that you want to interview them about their job.
  - Read the words in bold to the adult. If the student can read, they may read the full questions to the adult, or they may give the sheet to the adult and ask them to read the full questions.
  - The adult writes his/her answers on the sheet as he/she explains verbally.
  - *(It might be a good idea to model or role play how this interview process should work since students may not be able to read the questions out loud to their adult.)*
4. Ask students to define *technology*. (Answer: something created by man to solve a problem.) Point out examples of technology in the classroom.
5. Ask:
  - **What kinds of technology do you have at home?** (Examples will vary, but may include computers, HD televisions, stereo systems, microwave ovens, etc.).

## Notes for Teacher

### Suggested Day 1 (continued) – 5 minutes

#### Materials:

- Pictures of authority figures in the community – approximately 12 pictures.

#### Purpose:

- The purpose of this section is for students to identify authority figures in the community and the jobs they do to help meet the needs of the community.

**TEKS:** K.9A; K.15A

### Suggested Day 1 (continued) – 10 minutes

#### Purpose:

- The purpose of this section is for students to describe the jobs of authority figures in the community.

**TEKS:** K.9A; K.9B; K.14B; K.15A

### Suggested Day 2 – 10 minutes

#### Attachments:

- Handout: **Interview Questions** (1 per student)

#### Purpose

- The purpose of this section is for students to recognize technology in the home, school and community.

**TEKS:** K.7A, K.7B, K.9A, K.9B, K.14B, K.15A

#### Instructional Notes:

- Students will need to complete the interview questions with a parent or other adult as preparation for Day 3.

Instructional Procedures	Notes for Teacher
<p>6. Ask:</p> <ul style="list-style-type: none"> <li>• <b>How is technology used in some of the jobs in our community?</b> <i>(Answers may vary.) Examples:</i> <ul style="list-style-type: none"> <li>• Grocery store – use scanner to check out (need for food)</li> <li>• Seamstress – sewing machine to sew clothes. (need for clothing)</li> <li>• Factories with manufacturing equipment – make buttons, zippers, Velcro. (need for clothing)</li> <li>• Factories with manufacturing equipment – make building supplies to build homes and apartment buildings. (need for shelter)</li> <li>• Builders – uses computers to design homes and estimate how much each house will cost. (need for shelter)</li> </ul> </li> </ul>	
<p><b>EXPLORE – Jobs Then and Now</b></p> <ol style="list-style-type: none"> <li>1. Display Teacher Resource: PowerPoint: <b>Then and Now</b>.</li> <li>2. Allow time for students to carefully observe and analyze photographs in PowerPoint.</li> <li>3. For each slide, ask students to look at the “then” photograph and the “now” photograph. Students should compare/contrast the photos by looking at the technology advancements.</li> <li>4. For each slide, ask the following questions: <ul style="list-style-type: none"> <li>• <b>What do the pictures have in common?</b></li> <li>• <b>What new technology do you see in the “now” pictures?</b></li> <li>• <b>How has technology affected the kinds of jobs people have and the way that basic human needs are met?</b></li> </ul> </li> </ol>	<p><b>Suggested Day 2</b> (continued) – 10 minutes</p> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Resource: PowerPoint: <b>Then and Now</b></li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose for this section is for students to examine photographs from then and now and to observe how jobs have changed over time.</li> </ul> <p><b>TEKS:</b> K.13A; K.13B; K.14B; K.15A</p> <p><b>Instructional Note:</b></p> <ul style="list-style-type: none"> <li>• It may be helpful to print out the examples from the Teacher Resource: PowerPoint: <b>Then and Now</b> for students to use as reference.</li> <li>• Additional photographs from the past can be found at the Library of Congress website: <a href="http://memory.loc.gov/ammem/awlhtml/">http://memory.loc.gov/ammem/awlhtml/</a> Choose American Memory in the lower left hand corner.</li> </ul>
<p><b>EXPLAIN – Compare and contrast how jobs have changed with the help of technology</b></p> <ol style="list-style-type: none"> <li>1. Organize students into pairs.</li> <li>2. Distribute Handout: <b>Jobs Then and Now T-Chart</b> and have student pairs choose a job to compare and illustrate how the job has changed.</li> <li>5. Examples of questions that might lead students to compare and contrast: <ul style="list-style-type: none"> <li>• <b>How was this job performed long ago?</b></li> <li>• <b>How is this job performed today?</b></li> <li>• <b>What technology has made this job easier?</b></li> <li>• <b>Has technology allowed the job to be performed in a shorter amount of time?</b></li> </ul> </li> <li>3. Students share T-Charts with class.</li> </ol>	<p><b>Suggested Day 2</b> (continued) – 10 minutes</p> <p><b>Attachments:</b></p> <ul style="list-style-type: none"> <li>• Handout: <b>Jobs Then and Now T-Chart</b></li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>• The purpose for this section is for students to illustrate how technology has changed how people do jobs.</li> </ul> <p><b>TEKS:</b> K.13A; K.13B; K.14B; K.15A</p>

## Instructional Procedures

- The teacher will need to model an example of the T-Chart Illustrations and verbal explanation.

## ELABORATE – Key Understandings

- Use “Toss a Question” activity, but this time have the student toss the bean bag or ball to another student as questions are answered. Repeat questions as needed so all students have the opportunity to respond. Prompt students if necessary. (See questions below.)
  - People have jobs in to meet basic human needs and to provide goods and services for the community.
    - What are basic human needs?**
    - Why do people have jobs?**
    - How do jobs help people meet their basic needs?**
    - How do jobs help people provide goods and services for the community?**
    - How has technology affected the kinds of jobs people have and the way that basic human needs are met?**
    - How have jobs changed over the past hundred years?**
    - Why have jobs changed over the past hundred years?**

## ENGAGE – Interviews from home

- Ask students to “Imagine their lives without....” using examples such as air conditioning, X-Box, cell phone, or the internet to emphasize the way technology impacts their lives.
- Students bring results of home interviews from Day 2. Students work in groups of 3-4 to briefly explain the job of the person he/she interviewed. Discussion should guide students to draw these or similar conclusions:
  - People work to earn money to pay for the things their families need.**
  - Technology makes work easier, faster, and more efficient.**
  - Some jobs have changed entirely as a result of advanced technology.**
- Teacher circulates to assist students in drawing conclusions.

## EVALUATE – Determine mastery

- Act out a job performed by a parent or family member who works in the community. Orally explain why the person works and why the job is needed by the community. Then name an authority figure for the job. (K.7A, K.7B; K.9A, K.9B; K.15A)

 3B

## Notes for Teacher

### Suggested Day 2 (continued) – 5 minutes

#### Materials:

- bean bag or small ball

#### Purpose:

- The purpose for this section is for students to use Key Understandings and Guiding Questions to summarize learning.

**TEKS:** K.7A; K.7B; K.9A; K.9B; K.13A; K.13B; K.13C; K.15A

### Suggested Day 3 – 10 minutes

#### Materials:

- Students bring answered interview questions from home.

#### Purpose:

- The purpose for this section is for students to draw conclusions from interviews of a parent or other adult.

**TEKS:** K.7A; K.7B; K.9A; K.9B; K.13A; K.13B; K.13C; K.14B; K.15A

### Suggested Day 3 (continued) – 20 minutes

#### Purpose:

- The purpose for this section is for students to demonstrate learning by completing the Performance Indicator.

**TEKS:** K.7A; K.7B; K.9A; K.9B; K.14B; K.15A