

## **Occupation Comparison**

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### **OVERVIEW**

Students will gain an understanding of how occupations can change or stay the same using historic photographs. They will compare occupations of the past, present and future.

### **STANDARDS**

- History Standard 2.3: Students compare past and present day situations.
- Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing; predicting and drawing conclusions

### **OBJECTIVES**

After completing this activity, students will be able to:

- Gather information from historical photographs and background knowledge.
- Predict future occupations using background knowledge and logical thinking.
- Record information on a graphic organizer: Venn diagram.
- State similarities and differences in occupations from the past, present and future.
- Explain why some occupations change and some do not.
- Discuss factors that effect occupations.

### **INQUIRY QUESTIONS**

- What types of occupations do you see in the photographs? Are they occupations we see today?
- Why are these jobs necessary?
- What occupations are no longer necessary and why? What factors influence the need for a job?
- Do you see ethnic differences in the occupations?
- What occupations can you predict might be necessary in the future that we don't have from the past or present?

## **MATERIALS**

- Photographs from the 20<sup>th</sup> Century topic on the Doing History CD-ROM disk or Website. Focus on photographs for Work Places: Selling: Photos # 1, 2, 3, and 5.
- Venn Diagram, three circle.

## **PROCEDURE**

1. Students will work together in groups of two or three.
2. Use CD-ROM disk to investigate photographs.
3. Students will make a list of occupations they see in the photographs.
4. They will then add to the list by generating ideas from their background knowledge about other occupations of the times.
  - a. Textbooks, other pictures, brochures or other materials can be used to help generate this list.
  - b. Have discussions about why each occupation was necessary.
5. Students will then generate a list of occupations from the present.
  - a. Again, they should discuss why the new occupations are necessary.
  - b. They should begin to see similarities and differences.
6. The last list will be predicting occupations that may be necessary in the future that are not yet in demand.
  - a. Students can rely on information from literature or movies to generate ideas.
  - b. Students should use logical thinking to make predictions.
7. Students will then fill in a Venn diagram and discuss their results.
8. They will write a paragraph explaining their assumptions, thoughts, and predictions.

## **ASSESSMENT**

The teacher will make an assessment of the paragraph of comparison and prediction written by each student. Emphasis will be put on student explanations and logical predictions.