

“Oh, It’ll Never Change”

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OVERVIEW

Students will be able to compare and contrast jobs and workplaces from the early 20th century with some jobs of today. Students will show how those jobs changed and/or evolved with science, technology, and economics.

STANDARDS

- History Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.
- Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.

OBJECTIVES

- Students will investigate jobs and workplaces from the early 20th century and jobs and workplaces of today.
- Through written or oral presentations, students will use compare and contrast strategies to show how jobs and workplaces have changed or evolved with science, technology, and economics.

INQUIRY QUESTIONS

- How has the job itself changed?
- How has the competition changed?
- Is this job still as important as it was in the past? Why or why not?
- What breakthroughs in the areas of science, technology, or economics have changed the jobs and workplaces?
- Are there other things that have affected changes in these jobs? (Fashion, time, etc.)
- Compare the job of storekeeper of long ago to that of a store manager today. What are the actual differences of the work assignments? (Use other “job titles” in the same sentence.)
- How do things like taxes and laws affect these same jobs and workplaces?
- What would be the benefits of working that job long ago compared with that job today?

MATERIALS

- Writing materials
- Doing History CD-ROM disk or website, Work Places (all)
- Research, interviews, brochures, etc. of jobs and workplaces today

PROCEDURE

1. After viewing the Doing History CD-ROM disk or website, Work Places, choose 2 or 3 jobs from long ago.
2. Do some research (interviews, telephone calls, brochures, visits) on those same types of jobs today. Compare and contrast those jobs. How are they the same? How are they different? What things have brought upon change in those jobs and workplaces?
3. Share your findings with the class.
4. Do some predictions. Are there some jobs today that probably will not exist in 10, 20, or 50 years? Why or why not?

ASSESSMENT

Teachers may set up an oral presentation rubric and/or a written presentation rubric to be used to evaluate this lesson.