



McKeesport Area School District  
K-5 Career Readiness Lesson Plans

**Career Focused Lessons**  
**Fifth Grade**

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# 5<sup>th</sup> Grade

**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE:** 5<sup>th</sup> Grade/ Career Readiness

**UNIT TITLE (Grades K-5 Only):** Finding My Place in the World

**LESSON TITLE:** Compose a Letter to my Future Employer

**DURATION:** 1 Week

<p><b>CAREER EDUCATION &amp; WORK STANDARDS ADDRESSED</b></p> <p><i>(Highlight all that apply)</i></p>	<p><b>13.1 Career Awareness and Preparation</b></p> <ul style="list-style-type: none"> <li>A. <b>Abilities and Aptitudes</b></li> <li>B. <b>Personal Interests</b></li> <li>C. Non-Traditional Workplace Roles</li> <li>D. Local Career Preparation Opportunities</li> <li>E. Career Selection Influences</li> <li>F. <b>Preparation for Careers</b></li> <li>G. Career Plan Components</li> <li>H. Relationship between Education and Career</li> </ul>	<p><b>13.2 Career Acquisition (Getting a Job)</b></p> <ul style="list-style-type: none"> <li>A. Interviewing Skills Resources</li> <li>B. <b>Career Acquisition Documents</b></li> <li>C. Career Planning Portfolios</li> <li>D. Career Acquisition Process</li> </ul>
	<p><b>13.3 Career Retention and Advancement:</b></p> <p>*Based on the career selection of the student, any or all of these may apply.</p> <ul style="list-style-type: none"> <li>A. <b>Work Habits</b></li> <li>B. <b>Cooperation and Teamwork</b></li> <li>C. <b>Group Interaction</b></li> <li>D. <b>Budgeting</b></li> <li>E. <b>Time Management</b></li> <li>F. <b>Workplace Changes</b></li> <li>G. <b>Lifelong Learning</b></li> </ul>	<p><b>13.4 Entrepreneurship</b></p> <p>*Based on the career selection of the student, any or all of these may apply.</p> <ul style="list-style-type: none"> <li>A. <b>Risks and Rewards</b></li> <li>B. <b>Character Traits</b></li> <li>C. <b>Business Plan</b></li> </ul>

**OBJECTIVE:**

The goal of the unit; a subsequent measure of the student's performance

The student will be able to compose a letter to his or her future employer.

**ESSENTIAL QUESTION:**

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Let's talk about "What truly matters?" from a career standpoint.

**VOCABULARY:**

Tier 3 words & language specific to career and work

Vocabulary will differ from student to student based on career selection. For example, if a student is going into education then vocabulary specific to that student would be words like inclusion, differentiation, and curriculum.

**INSTRUCTIONAL PROCEDURES:**

Steps of executing the lesson

1. Day One- Teacher will model an example of a letter to a future employer.
2. Day Two- Students will brainstorm and/or research their career selection in depth.
3. Day Three- Students will write a rough draft of their letter to their future employer.
4. Day Four- Students will peer edit their rough drafts.
5. Day Five- Students will create a final copy of their letter to their future employer.

**DIFFERENTIATION METHODS:**

Lesson modifications that address specific needs of other student populations such as ELLL, IEP, GIEP

ELL- Supply students with a word bank

IEP- Supply students with a letter template to use

GIEP- Students can create a slideshow to accompany their letter of their career choice

**MATERIALS & RESOURCES:**

Items, links and other materials used to support the lesson

- Research materials such as computers, career books, and magazines
- Paper and Pencil
- Computers for final copies







**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE:** Fifth Grade – “Finding My Place in the World” – Interest Inventory

**UNIT TITLE (Grades K-5 Only):** Interest Inventory

**LESSON TITLE:** Career Awareness Interest Inventory

**DURATION:** 2 Class Periods

<b>CAREER EDUCATION &amp; WORK STANDARDS ADDRESSED</b>  <i>(Highlight all that apply)</i>	<b>13.1 Career Awareness and Preparation</b> <b>A. Abilities and Aptitudes</b> <b>B. Personal Interests</b> <b>C. Non-Traditional Workplace Roles</b> D. Local Career Preparation Opportunities <b>E. Career Selection Influences</b> F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	<b>13.2 Career Acquisition (Getting a Job)</b> A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	<b>13.3 Career Retention and Advancement</b> A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	<b>13.4 Entrepreneurship</b> A. Risks and Rewards B. Character Traits C. Business Plan

**OBJECTIVE**

The goal of the unit; a subsequent measure of the student's performance

**The goal of the unit is to assess the student's interests in help students identify interests and make a connection to the world of work. Through identifying interests and careers, students can then begin to gain exposure about the many post-secondary options and plan for those options as they begin their journey through middle and high school**

**ESSENTIAL QUESTION**

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

**Using the interest career survey, what are the top 3 career interests that best suit the student?**

**VOCABULARY**

Tier 3 words & language specific to career and work

<b>Habitat for Humanity</b>	<b>Urban Planning</b>	<b>EMT</b>
<b>Amateur</b>	<b>Grant</b>	<b>Mentor</b>
<b>"Minutes" of a meeting</b>	<b>CPR</b>	<b>CB / Hand Radio</b>
<b>Treasurer</b>	<b>Catering</b>	<b>Cosmetology</b>
<b>Spreadsheets</b>	<b>Concession</b>	
<b>Campaigning</b>	<b>Computer Operating System</b>	

**INSTRUCTIONAL PROCEDURES:**

Steps of executing the lesson

1. **Teacher will decide to use online survey <https://access.bridges.com/portal/student/landingPage.do> or paper/pencil Interest Survey.**
2. **Introduce career survey to students. Discuss importance of understanding likes/dislikes in relationship to career plans.**
3. **Give survey to students.**
4. **Teacher will discuss interest survey results and what jobs match the survey. If using online survey, students may then use the site to explore the different "neighborhoods" to learn about the different careers.**



**DIFFERENTIATION METHODS:**

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

**ELL / IEP** – students will use online survey. The online survey and results site is read aloud to the students as the survey is being taken.

**GIEP** – Students will further explore their three top interests using these sites.

<http://pacareerzone.com>

<http://khake.com>

<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

**MATERIALS & RESOURCES:**

Items, links and other materials used to support the lesson

1. [http://paws.bridges.com/paws2\\_detect\\_US.php](http://paws.bridges.com/paws2_detect_US.php)

2. <http://pacareerzone.com>

<http://khake.com>

<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

3. Interest Survey (paper/pencil)

# when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



## need directions?

Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

# interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

1

- Taking care of pets in your neighborhood
- Transplanting small trees
- Planting and taking care of flowers & plants
- Working in a garden & creating landscapes
- Nursing sick animals back to health
- Brushing or grooming dogs, cats, and/or horses
- Hiking & watching wildlife
- Chopping wood & replanting trees
- Identifying environmental hazards & sick/dying plants

**Total checks** \_\_\_\_\_

2

- Repairing small appliances
- Painting houses or buildings
- Using tools to make household repairs
- Cutting and shaping wood to build structures
- Volunteering for Habitat for Humanity
- Drawing floor plans
- Building simple circuit boards
- Laying brick or cinder block
- Landscaping and planting flower gardens

**Total checks** \_\_\_\_\_

3

- Performing (music, drama, dance) for an audience
- Creating graphic designs on a computer
- Creating an original video or film
- Sketching or painting pictures
- Taking photographs
- Writing poems, stories or plays
- Making jewelry, sculpture, ceramics or stained glass
- Designing a newspaper layout (artwork)
- Being an announcer for an amateur radio station

**Total checks** \_\_\_\_\_

4

- Using a cash register
- Typing minutes of a school club meeting
- Filing or sorting mail or other papers
- Running your own business
- Developing Web pages and creating print layouts using desktop publishing
- Managing tasks for a group
- Preparing reports and analyzing data
- Typing documents for other people
- Volunteering to answer phones

**Total checks** \_\_\_\_\_

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

# interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

- Working as a kids' camp counselor or volunteer
- Tutoring young children
- Reading to elementary school students
- Giving instructions for/or directing a play
- Baby-sitting young children
- Organizing and shelving library books
- Peer counseling or mediation
- Helping at Special Olympics events
- Teaching young children in an after-school program

5

**Total checks** \_\_\_\_\_

- Planning a mock stock market game
- Investing money and studying investments
- Balancing a checkbook
- Opening a savings/checking account
- Being a treasurer for a school club
- Organizing a fund-raiser
- Collecting money for a school or community event
- Developing a budget
- Using spreadsheets and financial computer programs

6

**Total checks** \_\_\_\_\_

- Campaigning for a political candidate
- Making political speeches
- Volunteering as an urban planning committee member
- Running for class office
- Planning and preparing budgets
- Participating in a debate
- Volunteering as a legislative aide
- Learning and speaking a foreign language
- Researching and writing grants

7

**Total checks** \_\_\_\_\_

- Taking care of a sick relative
- Watching doctor/hospital shows on TV
- Learning first aid and CPR
- Volunteering at a retirement home
- Volunteering as a hospital aide
- Using a stethoscope to listen to someone's heart
- Identifying human body parts from a diagram
- Bandaging sports injuries with a trainer's help
- Assisting persons in wheelchairs with daily tasks

8

**Total checks** \_\_\_\_\_

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

# interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Working in a restaurant <input type="checkbox"/> Planning vacations and other events <input type="checkbox"/> Cooking, baking and serving meals <input type="checkbox"/> Participating in sports or recreational activities <input type="checkbox"/> Being a lifeguard <input type="checkbox"/> Catering an event <input type="checkbox"/> Working at a concession stand <input type="checkbox"/> Exercising and working out <input type="checkbox"/> Officiating a sporting event	<h1>9</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Making a family menu <input type="checkbox"/> Working with the elderly <input type="checkbox"/> Working at a shelter <input type="checkbox"/> Shopping, comparing prices & consumer goods <input type="checkbox"/> Listening & helping friends with problems <input type="checkbox"/> Participating in youth groups or community groups <input type="checkbox"/> Working as a dietetic aid <input type="checkbox"/> Volunteering at a retirement home <input type="checkbox"/> Volunteering to be a Big Brother/Big Sister	<h1>10</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Developing software programs <input type="checkbox"/> Building computers <input type="checkbox"/> Playing video games <input type="checkbox"/> Surfing the Internet <input type="checkbox"/> Learning how to configure operating systems <input type="checkbox"/> Installing software <input type="checkbox"/> Learning how to assemble computer hardware <input type="checkbox"/> Playing with electronic gadgets <input type="checkbox"/> Designing video games	<h1>11</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Reading mystery novels <input type="checkbox"/> Listening to a police scanner <input type="checkbox"/> Watching mystery movies or courtroom dramas <input type="checkbox"/> Playing "Clue" or other mystery board games <input type="checkbox"/> Volunteering in a lawyer's office <input type="checkbox"/> Following court cases in the news <input type="checkbox"/> Participating in EMT training <input type="checkbox"/> Volunteering to search for missing pets or persons <input type="checkbox"/> Participating in search and/or rescue training	<h1>12</h1>
<b>Total checks</b> _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

# interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Welding or working with metals <input type="checkbox"/> Repairing and upholstering furniture <input type="checkbox"/> Creating wood carvings <input type="checkbox"/> Taking machine shop classes <input type="checkbox"/> Making belts or other leather goods <input type="checkbox"/> Operating a printing press <input type="checkbox"/> Installing and repairing home electronics <input type="checkbox"/> Sewing, weaving, knitting or other needlework <input type="checkbox"/> Building cabinets, shelves and other simple woodworking	<h1>13</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Cutting & styling hair <input type="checkbox"/> Selling products for a school fund-raiser <input type="checkbox"/> Taking tours of new houses for sale <input type="checkbox"/> Designing or modeling clothes <input type="checkbox"/> Giving people advice on products they should buy <input type="checkbox"/> Decorating your house and rearranging your furniture <input type="checkbox"/> Planning and having a yard sale <input type="checkbox"/> Arranging and selling flowers <input type="checkbox"/> Fixing watches and clocks	<h1>14</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Visiting science museums <input type="checkbox"/> Designing experiments <input type="checkbox"/> Exploring caves and collecting rocks <input type="checkbox"/> Watching the weather and tracking storms <input type="checkbox"/> Using a computer to solve math problems and equations <input type="checkbox"/> Identifying plants, animals and/or marine life <input type="checkbox"/> Developing solutions to environmental problems <input type="checkbox"/> Building model aircraft/boats/trains <input type="checkbox"/> Learning about different cultures	<h1>15</h1>
<b>Total checks</b> _____	

<input type="checkbox"/> Flying airplanes <input type="checkbox"/> Repairing vehicles, bikes and engines <input type="checkbox"/> Working in a warehouse or taking inventory <input type="checkbox"/> Operating motorized machines or equipment <input type="checkbox"/> Visiting space camps <input type="checkbox"/> Building and repairing boats <input type="checkbox"/> Operating a CB or ham radio <input type="checkbox"/> Reading mechanical and automotive magazines/blogs <input type="checkbox"/> Having a paper route	<h1>16</h1>
<b>Total checks</b> _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

# interest survey

# TOTALS

Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.

1. Agriculture, Food & Natural Resources _____	2. Architecture & Construction _____	3. Arts, Audio/Visual Technology & Communications _____	4. Business Management & Administration _____
5. Education & Training _____	6. Finance _____	7. Government & Public Administration _____	8. Health Science _____
9. Hospitality & Tourism _____	10. Human Services _____	11. Information Technology _____	12. Law, Public Safety, Corrections & Security _____
13. Manufacturing _____	14. Marketing _____	15. Science, Technology, Engineering & Math _____	16. Transportation, Distribution & Logistics _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

My top three Interest Areas:

1. 1      2. 2      3. 3

As you can see, the interest survey is divided into 16 groups. Each group is a career cluster. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

Student Name \_\_\_\_\_  
 Grade \_\_\_\_\_  
 School \_\_\_\_\_  
 School Year \_\_\_\_\_

[https://www.onetonline.org/find/career?  
c=1](https://www.onetonline.org/find/career?c=1)

what kinds of jobs are in agriculture,  
food, and natural resources

4 jobs  
in each  
category  
that you  
might be  
interested  
in



Student Name \_\_\_\_\_  
Grade \_\_\_\_\_  
School \_\_\_\_\_  
School Year \_\_\_\_\_

### Career Readiness Chart

Title of Job: \_\_\_\_\_

Summary: \_\_\_\_\_

\_\_\_\_\_

#### Tasks:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

#### Knowledge:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

#### Skills:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

#### Salary:

\_\_\_\_\_



**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE:** 5<sup>th</sup> Grade

**UNIT TITLE (Grades K-5 Only):** Finding My Place in the World

**LESSON TITLE:** Resume Writing

**DURATION:** about 2 hours/ 3 class periods

<b>CAREER EDUCATION &amp; WORK STANDARDS ADDRESSED</b>  <i>(Highlight all that apply)</i>	<b>13.1 Career Awareness and Preparation</b> A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	<b>13.2 Career Acquisition (Getting a Job)</b> A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	<b>A. 13.3 Career Retention and Advancement</b> B. Work Habits C. Cooperation and Teamwork D. Group Interaction E. Budgeting F. Time Management G. Workplace Changes H. Lifelong Learning	<b>13.4 Entrepreneurship</b> A. Risks and Rewards B. Character Traits C. Business Plan

**OBJECTIVE**  
 Students will identify connections between their traits and specific interests to be able to write a resume.

**ESSENTIAL QUESTION**

What is your intended job you would like to pursue?

What are some of your interests?

What are some of your responsibilities?

What have you done that makes you feel good about yourself?

Have you won an award?

Made something special?

Reached a goal?

Jobs you had?

**VOCABULARY**

**Resume-** a brief account of a person's education, qualifications, and previous experience, typically sent with a job application.

**Interests-** something that you enjoy doing in your free time

**References-** a letter from a previous employer testifying to someone's ability or reliability, used when applying for a new job.

**INSTRUCTIONAL PROCEDURES:**

- Teacher will have a discussion with the students from results interest inventory
- Teacher will stress the importance of Resumes
- Teacher will distribute and review Resume template (rough draft) with the students
- Students will produce a rough draft
- Students will pair up, exchange rough drafts, and edit resumes
- Teacher will make revisions if needed
- Students will get revised rough drafts and create a finished product

**DIFFERENTIATION METHODS:**

- Teacher will monitor and give any assistance if needed while students are writing their rough draft
- For GIEP enhancement, they could create a cover letter

**MATERIALS & RESOURCES:**

- Resume template (rough draft)
- Resume template (final copy)
- Pencil
- Results of Interest Inventory

## My First Resume

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Intended job: \_\_\_\_\_

**My interests include:** (Example: team sports; playing individual sports; playing an instrument; reading and writing; drawing; art; set up garage sales and lemonade stands)

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**My responsibilities include:** (Example: help watch younger siblings or baby-sit for others; volunteer work through church, scouts, helping elderly neighbors, doing well in school while having other outside activities and interests)

- 1.
- 2.
- 3.
- 4.
- 5.

**Special Achievements:** (Think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? Examples: Student of the Month; Reflections; Honor Roll; ROAR winner; Star athlete)

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**Jobs you had:** (Example: mowing a neighbor's lawn; babysitting; or volunteering to work at a fair)

Job Title: \_\_\_\_\_

Name of person or organization: \_\_\_\_\_

Phone number of person or organization: \_\_\_\_\_

Month and year you worked: \_\_\_\_\_

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

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School \_\_\_\_\_

School Year \_\_\_\_\_

**Another job you had:**

**Job Title:** \_\_\_\_\_

**Name of person or organization:** \_\_\_\_\_

**Phone number of person or organization:** \_\_\_\_\_

**Month and year you worked:** \_\_\_\_\_

**Your School:** (Where do you currently go to school)

**School Name:** \_\_\_\_\_ **City:** \_\_\_\_\_ **State:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**References:** (Someone who would give feedback on your positive characteristics- 3 if possible)



**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE:** Fifth Grade/Social Studies

**UNIT TITLE (Grades K-5 Only):** Finding My Place in the World

**LESSON TITLE:** What I Want to be When I Grow Up

**DURATION:** 30 min. per class

<b>CAREER EDUCATION &amp; WORK STANDARDS ADDRESSED</b>  <i>(Highlight all that apply)</i>	<b>13.1 Career Awareness and Preparation</b> <b>A. Abilities and Aptitudes</b> <b>B. Personal Interests</b> <b>C. Non-Traditional Workplace Roles</b> <b>D. Local Career Preparation Opportunities</b> <b>E. Career Selection Influences</b> <b>F. Preparation for Careers</b> <b>G. Career Plan Components</b> <b>H. Relationship between Education and Career</b>	<b>13.2 Career Acquisition (Getting a Job)</b>  <b>A. Interviewing Skills Resources</b> <b>B. Career Acquisition Documents</b> <b>C. Career Planning Portfolios</b> <b>D. Career Acquisition Process</b>
	<b>13.3 Career Retention and Advancement</b> <b>A. Work Habits</b> <b>B. Cooperation and Teamwork</b> <b>C. Group Interaction</b> <b>D. Budgeting</b> <b>E. Time Management</b> <b>F. Workplace Changes</b> <b>G. Lifelong Learning</b>	<b>13.4 Entrepreneurship</b> <b>A. Risks and Rewards</b> <b>B. Character Traits</b> <b>C. Business Plan</b>

**OBJECTIVE**

The goal of the unit; a subsequent measure of the student's performance:

To decide on a career, research that career, complete a final project (Prezi, Book, Collage), and Make a presentation to the class

**ESSENTIAL QUESTION**

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:

What do I want to be when I grow up?

**VOCABULARY**

Tier 3 words & language specific to career and work

- career
- Prezi
- Collage
- Words from list of possible career choices

**INSTRUCTIONAL PROCEDURES:**

Steps of executing the lesson

- Please Do Now "The Future" w/s and share out in class
- Discussion from "How do I get there?" and "Career Clusters" worksheet
- Teacher shows examples and explains- Prezi, Book, Collage
- Students decide on a career choice and research it on ipad/computer lab
- Students will complete the career format w/s
- Students will make a rough draft
- Teacher will revise/edit rough draft and students will make changes
- Students will make final copy
- Students will make a presentation to the class

**DIFFERENTIATION METHODS:**

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- GIEP will use less pictures and more writing in project
- IEP/ELL will use more pictures and less writing
- IEP/ELL will use large-spaced lined paper for book (if chooses)
- IEP/ELL will have more formatted (sentence starters)

**MATERIALS & RESOURCES:**

Items, links and other materials used to support the lesson

- please do now "The Future" w/s
- w/s – "How do I get there?" and "Career Clusters"
- IPads/computers
- Link [www.prezi.com](http://www.prezi.com) or PowerPoint
- self-made books (paper with or without lines/stapler)
- Promethean board
- magazines for collage
- scissors, crayons, markers, rulers, glue
- list of possible career choices
- research career format w/s



## Career Research Format Paper

**Interests:**

**Choices:**

**Education:**

**Work days/hours:**

**Salary:**

**What to Expect:**

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

### Possible Career Choices

Teacher  
Principal  
Security guard  
Bus driver  
Doctor  
Pediatrician  
Dentist  
Eye Doctor  
Engineer  
Computer Engineer  
Lawyer  
Speech Therapist  
Occupational Therapist  
Physical Therapist  
Business Manager  
Real Estate Agent  
Accountant  
Farmer  
Waitress  
Construction Worker  
Plumber  
Welder  
Police Officer  
Fireman  
Emergency Medical Technician  
Inventor  
Hair Stylist  
Chef  
Mechanic  
Photographer  
Videographer  
Television Production

**\*\*Other Careers Approved by Teacher**



**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE:** Fifth grade/Career Readiness

**UNIT TITLE (Grades K-5 Only):** Finding My Place in the World

**LESSON TITLE:** “Elementary Career Awareness Through Nonfiction Texts”

**DURATION:** Approx. 60 minutes

**CAREER  
EDUCATION  
& WORK  
STANDARDS  
ADDRESSED**

*(Highlight all  
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
  - B. Personal Interests
  - C. Non-Traditional Workplace Roles
  - D. Local Career Preparation Opportunities
  - E. Career Selection Influences
  - F. Preparation for Careers
  - G. Career Plan Components
  - H. Relationship between Education and Career

- 13.3 Career Retention and Advancement**
- A. Work Habits
  - B. Cooperation and Teamwork
  - C. Group Interaction
  - D. Budgeting
  - E. Time Management
  - F. Workplace Changes
  - G. Lifelong Learning

**13.2 Career Acquisition (Getting a Job)**

- A. Interviewing Skills Resources
- B. Career Acquisition Documents
- C. Career Planning Portfolios
- D. Career Acquisition Process

- 13.4 Entrepreneurship**
- A. Risks and Rewards
  - B. Character Traits
  - C. Business Plan

**OBJECTIVE**

The goal of the unit; a subsequent measure of the student’s performance

-In this lesson, students will work in groups (jigsaw method) to read a variety of nonfiction texts focusing on nontraditional career opportunities.

**ESSENTIAL QUESTION**

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

-How can I prepare myself to follow my career choice?

This is a time to think about what you want to be when you grow up. You don't necessarily need to know for sure, but if you don't start exploring and planning now, you make take the long road to finding what you really want. It's time to ask yourself some questions. What types of preparation must you complete to achieve your goals? What personal goals must you set for yourself? What educational requirements must you meet, and how long will it take you to meet them? What resources will you need? What are the daily demands of your career choice? What possible obstacles can you foresee? All of these are questions one must consider in order to successfully reach a career goal, and they are all questions that will be explored and reflected upon in your final product for this project.

**VOCABULARY**

Tier 3 words & language specific to career and work

-Entrepreneur

Person who organizes and operates a business or businesses

-Professionalism

The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well

-Goal

A career objective; what you plan to achieve

**INSTRUCTIONAL PROCEDURES:**

Steps of executing the lesson:

-Break students into groups

-Each group will choose a nonfiction text to read (there are a total of 8 passage choices)

-Close read the passage and reflect back to essential questions

-Create a visual representation (poster/web/etc.) that explains career

-Groups will do a gallery walk of the posters

**DIFFERENTIATION METHODS:**

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

-Oral reading of passage through ReadWorks website

-Extension: Think of a related/additional nontraditional job to research

**MATERIALS & RESOURCES:**

Items, links and other materials used to support the lesson

-ReadWorks passages (8 nonfiction career texts)

Link to ReadWorks passages...

<https://www.readworks.org/article/Interesting-Jobs-and-Careers/32d19361-93cd-474d-a4b9-1096e84dc36b#!articleTab:content/contentSection:b09416cd-804c-4614-bca0-df28e3381a75/>

-Posters

-Computers with headphones

# Tornado Scientists

By ReadWorks



Tornadoes form when strong winds spin. Wind is invisible, but we can see tornadoes because the spinning wind picks up water, dust, and debris. The spinning wind forms a funnel that connects thunderstorm clouds with the ground.

When a tornado is close, watch out. They can spin over 200 miles per hour and cause a lot of damage. As they move across the land, they can easily pick up cars, trucks, and even houses, and then throw them very far. It is important to find a safe place to take shelter if a tornado gets close.

A safe place could be a basement or the lowest floor, depending on where you are. If you are in a home without a basement, try to find a first-floor closet or bathroom without windows in the middle of your house. You should curl up into a ball and cover your head and neck with your hands. Stay in a safe place until the tornado passes.

But there are some people who actually want to get close to tornadoes. They are scientists who want to learn more about tornadoes. One of the best ways to do this is to get as close as possible to these twisters. They use special equipment and instruments to measure what is happening in and around a tornado.

One special instrument these scientists use is called a tornado probe. It is about six inches tall and looks like a short, orange construction cone. Inside the tornado probe, there are sensors to measure wind speed, temperature, pressure, and direction. Some probes even have cameras, so the scientists can see and understand what it's like to be in a tornado.

To be able to get these measurements, the scientists have to get a tornado probe near or into a tornado. Scientists will try to guess where a tornado will go next. Then they drive to that location and put down the probe. If they do not guess correctly, they pick up their probe and try another spot. If they are right, the tornado will go near or even right over the probe. Then they take all of the measurements from the probe and use them to predict where future tornadoes may form and travel.

Tornadoes are extremely dangerous, and the scientists who study them up-close are bold and brave. Their work is very important and has saved lives by giving people some warning to get out of the way of a destructive tornado.

# Tuning a Piano

By ReadWorks



Strange noises come from the apartment above an unused barn at Caramoor, a music venue and garden facility one hour north of New York City. Inside the apartment, Russell Gordon stands over a Steinway piano. He's hitting keys methodically, listening, and making adjustments. No one, however, would call what he's doing playing the piano. Not exactly; he isn't making music. He's making sure other people can.

Gordon is a piano tuner. He started tuning pianos over 40 years ago. He worked as a biochemist for years before he realized his father's job as a piano tuner wasn't a bad gig. "I realized that it wasn't so bad. The Mark Twain line is 'The older I got, the more my father knew.' So I came back and apprenticed with him."

Gordon opened his own piano tuning business in Washington, D.C. His father used to tune the pianos at Caramoor. Gordon came back to the New York area when his father retired. Gordon's been tuning the pianos at Caramoor for more than 25 years.

Standing over the piano, Gordon has a view into its inner workings. The outer black part of the piano is called the case. Inside, the strings run through a harp, or plate. Near the playing end of the piano, the strings are threaded around tuning pins. The pins are nailed into the pin board, a part of the piano that is not visible. Underneath the strings is a sounding board.



The action of striking a key causes a hammer to hit the appropriate strings. “There is no such thing as a perfect piano,” Gordon says, as he laughs. Tuning the piano, explains Gordon, is a process of trying to “equalize all the errors so the piano sounds good.” Some of the pianos at Caramoor are left outdoors where there are no humidity controls. Gordon says those pianos are harder to tune. “It’s a challenge, to say the least,” he says.

“Before the advent of iPods, this was all done by ear. The piano tuner would use a tuning fork to set your ‘A’,” explains Gordon. “Nowadays we have computers.” Gordon uses a program created by a company called Reyburn CyberTuner. Explains Gordon, “It measures the piano, and then you can set it up to determine how you want the piano tuned. It doesn’t get tired, and it has memory.”

The technology doesn’t turn just anyone into a technician. Only trained tuners can use it. But it is a time-saver. That’s helpful when it comes to concerts at Caramoor. Sometimes Gordon gets only a half an hour to tune the piano between rehearsal and the performance. “I don’t have time to sit down and start tuning the piano. But what I can do is go to the memory, and if something’s changed I can put it back to where it was.”

To tune the piano, Gordon uses a wrench called a tuning hammer. Gordon’s tuning hammer is carbon fiber, custom-made by a company called Fujan. Gordon lifts and places the hammer 250 times in one tuning, so the weight makes a difference. The carbon fiber design also reduces flex. This gives Gordon more control over the tuning.

Piano tuning is part art and part science. You’re trying to get the arrangement of fourths, fifths, sixths, thirds—all musical intervals—so that when you play them, they waver at the right speeds. Gordon listens to intervals when he’s tuning. Turning the pin adjusts the tension on the string, which, in turn, adjusts the pitch. “The real skill is in making it stay there,” says Gordon. There’s a lot of tension and friction in the strings and their surroundings. “The challenge is to leave the tuning pin in a position so that when someone hits the piano really hard, they’re not gonna knock it out of tune.” Gordon says the goal is to keep the piano stable and give the musician control over the instrument.

At the same time, Gordon says he never knows quite what he’s doing when he pulls the tuning hammer. Much of the work is done by feel. “It’s automatic and based on the feedback I get from the piano, the note, the ear,” he says. He attaches the hammer to the top of the tuning pin, sounds the

note, listens and makes an adjustment with the hammer. He makes short, swift adjustments and always tests the note repeatedly. He places foam mutes inside the piano to isolate individual strings.

Watching him at work, one would think Gordon is an expert pianist. But he doesn't play! "Everybody assumes I do, but I was the stubborn kid who didn't want to practice. My mother said, 'You'll be sorry.' She was right!"

# The Mermaid of Kona, Hawaii

By ReadWorks



While many people dream of mermaids—mythological aquatic creatures, with the body of a human and tail of a fish—few people actually try to become one. How can someone become a mermaid if they don't exist? Just ask Dana Richardson, who is a professional mermaid in Hawaii!

“As a child, I always felt very connected to the ocean and played mermaids in the water,” says Dana. “My love of the ocean took me to different types of work as a lifeguard, swim instructor, boat crew member, underwater photographer, snorkel instructor and safety swimmer, boat captain, surfer, and marine mammal naturalist. I just decided to take it to the next level and grow a tail!”

Dana doesn't mean literally. In 2008 she began making mermaid tails from sequins, fringe, and shiny fabric that she wears while free-diving in the waters around Kona, Hawaii. Free-diving means diving without any protective equipment. It requires you to hold your breath while swimming deep underwater. As she dives in, Dana not only looks like a mermaid; she experiences what it is like to swim like one too.

“Free-diving is all self-discipline and mind-over-matter,” she says. “Breath is a big part of free-diving, relaxing the body and lungs in order for the body to stay oxygenated longer. That ultimately takes practice, discipline, and patience.”

The waters around Dana's home in Kona are filled with wildlife, including dolphins and whales. Kona is by a sheltered sea where the waters are calm for swimming. Dana has been swimming with the creatures of Kona since the early 2000s. Some of them have even learned to recognize her.

“When I’m swimming in the ocean I never touch or feed any of the sea life, and match whatever mood they are in out of respect. I let them come to me. I’ve had some amazing dolphin swims, and it’s very cool since I know a lot of them. Many times they have rubbed against me. One time in particular, a dolphin and I were swimming, and he stopped next to me and came so close, he put his dorsal fin under my arm and glided with me down about 40 feet.”

Dana knows how to swim with sea life because she is a trained marine naturalist. She understands the behavior of sea life and knows how to safely interact with it. Every morning when she swims with sea life she gets to experience her other “home.”

“The ocean beneath the depths really is another world. The waves, plankton, coral, fish, turtles, rays, dolphins, whales, and sharks are all co-related and need each other to survive. Watching how the world works so gracefully in that circle of life underwater is a beautiful thing.”

Dana uses her platform as a mermaid to teach people to protect the ocean. Mermaids have appeared in folklore (which means traditional stories) from all parts of the world. In folklore they can be associated with goodwill and love, or with danger and shipwrecks. The most famous mermaid story may be Hans Christian Anderson’s *The Little Mermaid*, which was adapted into a Disney cartoon in 1989. While mermaid sightings have been reported for centuries, the United States National Ocean Service stated in 2012 that no evidence of mermaids has ever been found. Some believe that the sightings have actually been of manatees, a marine mammal. Manatees are common in the Caribbean and are likely the creature Christopher Columbus reported as a mermaid.

For Dana Richardson being a mermaid just makes sense. “I’ve always felt more comfortable underwater than on land,” she says. “As a child I felt a strong draw to the ocean, and dreamed of communicating with whales and dolphins. As a mermaid, I now get to share the undersea magic!”

Would you like to follow your dream, even if it seems outlandish? Dana reminds everyone, “One person can truly make a difference. By following your heart and offering the world your unique gifts, you will inspire others to do so. The world needs you!”

# Elizabeth Blackwell

By Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's

father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

# Moosewood Restaurant

By Samantha Gross



Many restaurants open and then close very quickly. But Moosewood Restaurant in Ithaca, N.Y. has been around for more than 40 years.

Many restaurants are owned by one person. That person pays the chefs and waiters and other staff to come work for him or her. But Moosewood is different. At Moosewood, many of the people who work and have worked there own the restaurant together. They are members of the Moosewood Collective.

Andi Gladstone has been part of the collective since soon after it started. She says the workers started the collective because they wanted to share the responsibility for the business and also share the money it made.

“They didn’t want to have a boss and workers under the boss,” she says. “They wanted everybody to be in it together.”

Moosewood Restaurant serves vegetarian food, except fish on occasion. Food is vegetarian when it doesn’t have any meat or fish in it.

“We loved animals, and we thought it was healthier for us and for the planet to eat vegetarian,” Ms. Gladstone says.

There are different dishes on the menu every day. Mushrooms go into a quiche — an egg and vegetable dish baked in a pie crust. Zucchini is stuffed with rice and nuts to make zucchini boats. Spinach is layered with pastry and cheese to make a dish called spanakopita.

All the members of the collective work together to make the restaurant run smoothly. One person works as the menu planner. That person decides which dishes go on the menu and orders the ingredients from local farms and other sellers.

Someone else works as the prep cook. That person chops vegetables and prepares all the ingredients for each dish. Another person is the chef. The chef puts all the ingredients together to cook the food.

Other members of the collective work as waiters. Each waiter takes customers' orders and tells the chef what the customers want.

Bussers take away the dishes when diners are finished eating. They clean the tables and get them ready for the next customers.

The dishwasher washes all the pots and pans, and cleans the kitchen. The dishwasher is always the last person to leave the restaurant at night.

Running the restaurant is a lot of work. When it is her turn to cook, Ms. Gladstone has to get all of the food ready in time for opening. But she has to be careful she doesn't finish too early, or else some of the dishes would get mushy.

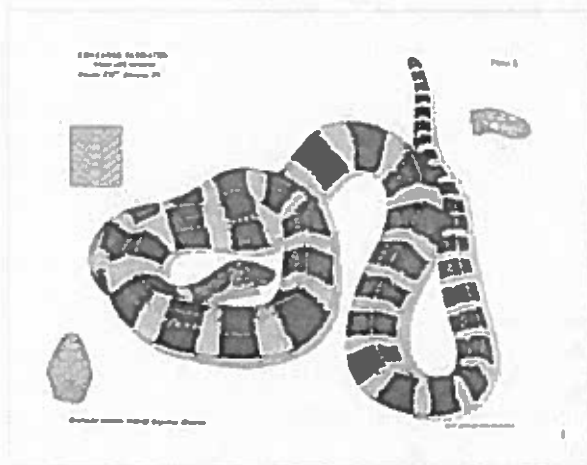
At the end of a day of waiting tables, Ms. Gladstone's feet hurt from climbing up and down the stairs carrying dishes of food. She has to do a lot of running back and forth to make sure the customers don't wait too long for their meals. But Ms. Gladstone enjoys her job. It is satisfying to see people enjoying delicious, healthy food that she helped prepare.

People like the restaurant so much that one of the collective members published a cookbook. At first, the cookbook was just a handwritten binder of recipes. But it became so popular the collective had to print thousands of copies. All across the United States, people bought the cookbook and began making some vegetarian dishes at home.



# Portrait of an Animal Rescue Expert

By ReadWorks



Justin Matthews has always loved animals. As a boy, he collected turtles and lizards from the pond behind his house in Bradenton, Florida. He terrified his younger sister by slipping the reptiles into her bed at night. By the time he was 12, his bedroom looked like an exhibit at the zoo. Matthews's love of animals has lasted into his adulthood.

"At my house, we've got an iguana, a 10-foot alligator, three constrictor snakes, a hybrid wolf, a giant tortoise, a possum," Matthews says. "Every time someone comes by the house, they say it's like a visit to the Florida Zoo!"

Matthews makes his living as a wildlife rescue expert. Each day he takes between 10 and 20 phone calls from people experiencing some kind of trouble with animals. Sometimes a squirrel has gotten loose in someone's living room. Other times an alligator is sunning itself on someone's front lawn, preventing kids from going out to play. On rare occasions, a caller reports an animal attack. In such cases Matthews suggests the caller call 911. Then he jumps in his truck to see if he can help.

Fortunately, animal attacks are rare. Matthews spends most of his time educating the public about animal behavior. He believes that if people understood animals better, they would not be so afraid of them.

"When I was young, I tried to get to know every type of animal I could," he says. "People are scared

of animals like snakes and sharks and alligators because they don't understand them. And they don't understand them because they haven't spent any time with them. But when you get to know a python, for example, you start to realize they are actually very nice creatures. People keep them as pets for a reason. They can be fun to have around!"

That may seem like a stretch. But what Matthews says is backed up by science. Burmese pythons are in fact quite calm creatures. Unless you attack *them*, they will remain peaceful. The problem is that Burmese pythons can grow to lengths of 20 or even 25 feet. Keeping a 20-foot snake in your house is not the easiest thing to do.

"Those snakes can get awfully long," says Matthews. "And what happens is, after a while, the family can't care for a snake that big. Instead of selling them, they release them into the wild. All of a sudden, you've got 20-foot snakes slithering through people's backyards!"

Matthews says that at least 10 percent of his rescue calls come from people who see snakes on their properties. When he gets snake calls, he brings a cooler to put them in. Then he drives them to the local Florida Fish and Wildlife office.

Matthews does not only deal with snakes. People call with all sorts of stories. Once, someone called to say there were three wolves running through the local state park. He knew that wolves were not allowed to be in the park, so he drove out to see what he could do. Within an hour, he had captured all three of the wolves in his van. He relocated them to a large cage in his backyard. One of the wolves, Nakia, still lives with him and his wife.

I asked how he managed to tame these wild wolves.

"Simple," he says. "I threw some chicken into the back of my van, and drove through the park until all three wolves jumped in. I figured they would be hungry. When I got back home, I put them into a cage and lay down beside them for a few hours. After a while they realized I was not their enemy. They started acting nicely toward me. We've been friends ever since."

Matthews is something of a local celebrity in Bradenton. People know him as "the wildlife guy." Some people call him "alligator man." His popularity got a boost when he competed in the Python Challenge 2013. The Everglades, a large state park in Florida, is full of Burmese pythons. So Matthews and others agreed to help park employees catch them. As a competitor, he appeared on national news shows with his best friend, Roy, who helped him search. They didn't catch any. But

they did tell officials where the snakes were *not* hiding out.

“It was a thrill,” Matthews says of the contest. “I was happy to help the Florida Fish and Wildlife folks search for those snakes. They’re a real problem for the state of Florida. People want to be able to enjoy the natural beauty of the Everglades, with its grasses and lagoons. But how can they relax when they know the place is full of big, scary-looking snakes?”

Due to Matthews’s high profile during the contest, television stations expressed interest in giving him his own show.

“TV show or not, I’m happy doing what I’m doing,” he says. “For me, it’s all about the animals.”

# Teaching English in Thailand

By ReadWorks



Michelle Gadot had never been to Thailand before. She didn't speak the language, and she didn't have family members who lived there; in fact, she didn't know anyone who lived there at all. But in 2007, Michelle found herself teaching English to children in one of the busiest cities in the world: Bangkok.

Michelle was twenty-two years old when she went to Thailand. (In fact, she had her twenty-third birthday the day after she arrived in the country.) After she graduated from Ithaca College in 2006, she worked as a server for a year. "I didn't know what I wanted to do for a career," she said. "But I've always wanted to travel and live abroad. When I heard about the programs available for young people to move overseas and teach in different countries, I thought, 'That's perfect for me!'"

She moved back into her parents' home in New Jersey to save money for her trip. She worked at a café and saved as much as she could, knowing that she wanted to travel as often as possible while she was in Asia. When finally she found a placement teaching English to high school students in Bangkok, she booked a plane ticket to Thailand for October of that year.

Bangkok is the capital of Thailand, a small country in Southeast Asia known for its food, beaches, and culture. The city sits on the Chao Phraya River, and is home to more than eight million people. It is one of the most modern cities in the region.

Thailand is a popular destination for people who want to teach English. Other countries in Asia, such as China, Japan, and South Korea are similarly popular. Young people from English-speaking countries, including the United States, Canada, Australia, and New Zealand, flock to these areas to live and teach abroad. Usually, hiring packages for new teachers include airfare to and from their home countries, training, housing, and salary. Teachers are expected to work full-time.

Michelle signed a contract to teach for four months in Thailand. She was very excited to meet new people and experience a different culture. She had traveled a little bit with her family before moving to Thailand, but she had never lived outside the United States for a substantial amount of time.

The first thing that surprised Michelle about Bangkok was the rain. It was monsoon season when she arrived, so for hours, the sky poured water onto anyone unlucky enough to be caught without an umbrella.

She liked that the streets seemed to come alive every morning. "There were people setting up makeshift restaurants on the corners. And the food," she gushed, "was amazing. I still dream about the papaya salad."

At work, Michelle noticed that Thai schools were very different from American schools. "I was surprised by some things," she explained. "Some things were very different than when I was in school."

She went on to explain that in Thailand, the students were greeted every morning by their principal. They also practiced Buddhism in school and prayed every day.

Students went to school from 8 a.m. to 3 p.m., and they were very excited to learn English. Michelle played games with them and read them stories to help them practice the language.

But it wasn't all work for Michelle. "I really tried to travel as often as I could. I took weekend trips to nearby beaches, and visited temples and museums as much as possible. And I went to Laos and Cambodia too."

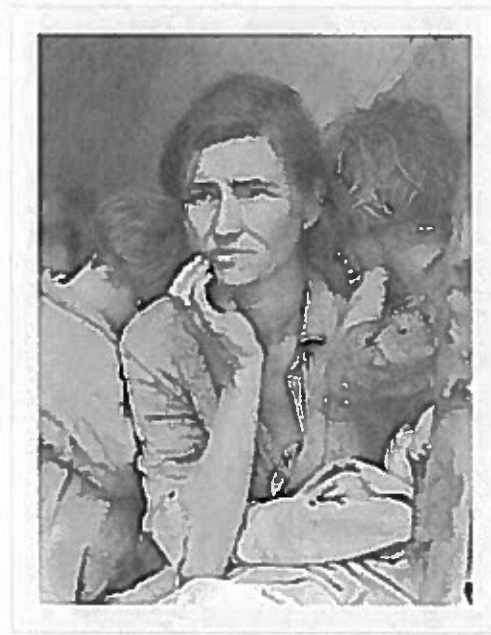
Michelle found it easy to travel in Thailand. “It’s a great place to travel if you’re a tourist. Everything is set up to make things easier for you—buses, boats, planes.”

Although Michelle loved her time in Thailand, she began to miss her family. “It was hard being so far from home. And the time difference is about twelve hours. It was difficult to catch my friends and family on the phone at times that were convenient for both of us.”

After completing her contract, she taught in Thailand for two more months at a summer camp and then found a short-term teaching job in South Korea. Then, it was time to go home. “It was a life-changing experience. I’d recommend it to anyone.”

# How Dorothea Lange and John Steinbeck Captured California in the 1930s

By ReadWorks



By the time California became an American state in 1850, it was already an important place for farming. Miners, ranchers, and farmers had been settling there for decades due to the state's many types of geography. California had a population of about 90,000 in 1850, and this grew to over 5 million by 1930. By the 20th century, California produced a lot of the nation's fruits, vegetables, and other crops.

When severe drought hit the Great Plains in the 1930s, many sought refuge in California. Migrant laborers arrived in the United States with no work, and their families often went hungry. This disastrous time was captured by newspaper reporters, but it also lives on in history through novels and photographs. Two Californians in particular were exceptional at recording this hard period.

John Steinbeck was born in Salinas, California, in 1902. He attended Stanford University, also in California, though he did not graduate. Eventually he moved to New York to become a writer, but he did not manage to get a career off the ground. He returned to his home state, where he started to

write fiction about California and its people. Many of Steinbeck's most famous novels and short stories were written in the 1930s during America's Great Depression. Even though they are fictional, his subjects often show what was happening in history at the time. His book *Tortilla Flat* focused on people living in the countryside in Monterey, California.

*Tortilla Flat* is a funny story about a group of friends mostly enjoying themselves, but Steinbeck's later books dealt with more serious issues. In *Dubious Battle*, which the writer published in 1936, looks at migrant laborers who picked fruit in California's orchards. The workers were striking for better working conditions. Steinbeck also used his work to show the life and hardships faced by California's migrant ranch workers. *Of Mice and Men* is his story of two such workers, Lennie and George, who make their way from one town to another in California looking for work. Their dream is to own their own land one day, but many obstacles make this difficult to achieve.

Finally, Steinbeck's most famous novel about Californians is *The Grapes of Wrath*, published in 1939. Like some of Steinbeck's other stories, the book shows people facing poverty and hardship during the Great Depression. In the novel, a family of tenant farmers, the Joads, moves from Oklahoma to California after a drought leaves them too poor to farm. They are forced to become migrant laborers in order to survive.

Steinbeck's novels showed fictional versions of the very real problems people in California faced during the 1930s. In contrast, the photographs of Dorothea Lange offer real-life examples of hardship. Lange was born in New Jersey in 1895. As a young adult, she settled in San Francisco, California. She had decided in high school to become a photographer, and at first, she ran her own studio, where she took people's portraits.

During the 1920s, Lange traveled with her first husband, Maynard Dixon, around the southwestern United States. She began to take pictures of people and places in what is called "documentary style photography," because of the way it documents people's lives. In the 1930s, during the Great Depression, she began to take many more photos of the poor in order to illustrate the many problems they faced. She started with what she saw right in San Francisco and took pictures of striking laborers and people waiting on bread lines.

In 1934, Lange started working for the California State Emergency Relief Administration. The next year, she began to work as a photographer for the Resettlement Administration. Lange worked with her second husband, Paul Taylor, who wrote reports on migrant farm workers while Lange



took the photos.

In 1936, Lange took what became her most famous picture. “Migrant Mother” shows a woman staring away from the camera. She is surrounded by some of her children. Two of them are hiding their faces. Everyone is hungry. The family is stuck in a pea-pickers’ camp in California. They sold the tires on their car in order to buy food. Conditions at the migrant workers’ camps were terrible. After Lange put the photo in a newspaper in San Francisco, the government stepped in to make sure no one at the camp starved. Without Lange and her work, conditions there could have been very different.

While we have history books to remind us of what took place in California and across the country during the Great Depression, photos and fiction can serve this purpose, too. Steinbeck’s novels and Lange’s photographs, showing specific people and events from that time period, have made a lasting impression on how we view the events of 1930s California.



**McKeesport Area School District  
339 Lesson Plan**

**GRADE LEVEL / COURSE: Fifth grade/Career Readiness**

**UNIT TITLE (Grades K-5 Only): Finding My Place in the World**

**LESSON TITLE: Shark Tank**

**DURATION: On-going (Approx. Five 40 minute sessions)**

**CAREER  
EDUCATION  
& WORK  
STANDARDS  
ADDRESSED**

*(Highlight all  
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
  - B. Personal Interests**
  - C. Non-Traditional Workplace Roles
  - D. Local Career Preparation Opportunities
  - E. Career Selection Influences
  - F. Preparation for Careers
  - G. Career Plan Components**
  - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
  - B. Career Acquisition Documents
  - C. Career Planning Portfolios
  - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
  - B. Cooperation and Teamwork**
  - C. Group Interaction**
  - D. Budgeting
  - E. Time Management
  - F. Workplace Changes
  - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards**
  - B. Character Traits**
  - C. Business Plan**

**OBJECTIVE**

The goal of the unit; a subsequent measure of the student's performance

-Students will work in pairs to create a product and propose a marketing plan.

**ESSENTIAL QUESTION**

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

-What influences an entrepreneurial venture?

**VOCABULARY**

Tier 3 words & language specific to career and work

- marketing
- product
- entrepreneur
- strategy
- business plan

**INSTRUCTIONAL PROCEDURES:**

Steps of executing the lesson

-Share video clip from Shark Tank

<https://www.youtube.com/watch?v=5iKitGJeAZ4>

-Divide students into pairs

-Each pair must create a product (model/drawing) and a plan to market it

-Questions to consider when presenting the marketing plan: Who are the consumers? How much does the product cost? /How much will the product cost to make? Where will the product be sold? Supply/demands of product

-Pairs must present their product and marketing plan

**DIFFERENTIATION METHODS:**

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

-Modify student pairing to address specific needs

**MATERIALS & RESOURCES:**

Items, links and other materials used to support the lesson

- Video clip
- Paper
- Drawing tools
- Internet (iPads/computers)