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 20th 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.