

Grade 2, Lesson 2

Compelling Question: Why do people work?

IL Financial Literacy Standard	SS.EC.FL.4.2: Explain that money can be saved or spent on goods and services.	
IL Econ Standard (when applicable- this row can be deleted)	SS.EC.2.2: Explain the role of money in making exchange easier.	SS.EC.1.2 Demonstrate how our choices can affect ourselves and others in positive and negative ways.
Inquiry Standard	SS.IS.1.K.-2: <i>Constructing Essential Questions</i> . Create questions to help guide inquiry about a topic with guidance from adults and/or peers.	SS.IS.2.K-2: <i>Determining Helpful Sources</i> . Explore facts from various sources that can be used to answer the developed questions.
	SS.IS.5.K-2: <i>Communicating Conclusions</i> . Ask and answer questions about arguments and explanations.	
Student Outcome	Students will be able to explain: <ul style="list-style-type: none"> • There are many different types of work people do in the community. • People have choices about the type of work they do. • It takes special skills and knowledge to do different types of work. • People produce goods and services when they work. • Our choices about work have consequences on ourselves and others. 	

Ask

Compelling question: Why do people work?

Supporting Question #1: What types of work do people in our community do?

Key Understandings: There are different types of work that people do

Featured Resources (Investigate): Video-Workers in My Community, Part I & a Reading for Information Piece-Community Workers

Formative Assessment Task (Create/Discuss): Matching Activity, Community Workers Activity (at end of the Reading for Information piece)

Supporting Question #2: How do people decide what type of work to do?

Key Understandings: People have choices about the type of work they do

Featured Resources (Investigate): Video-Workers in My Community, Part II & Reading for Information Piece- Job Skills

Formative Assessment Task (Create/Discuss): Interest & Skill Inventory, Job Skills Activity

Supporting Question #3: Is work a choice?

Key Understandings: There are consequences about our choice of work

Featured Resources (Investigate): Video-Workers in My Community, Part III and Literary Piece-The Day the Crayons Quit

Formative Assessment Task (Create/Discuss): The Day the Community Quit creative writing activity

Introduction to Lesson

The compelling question for this lesson is *Why do people work?*

The lesson is structured as follows: Each lesson consists of three supporting questions that directly ties in to the compelling question. Each supporting question gets a little tougher as you progress through the lesson. Each supporting question includes an Investigate and Create/Discuss section. The Closed-Reading Activity can be used for each of the supporting questions or one that you select. The Reflect section is located towards the end of the lesson which provides students a chance to demonstrate their knowledge of money and allows you to have a summative evaluation.

Supporting Question #1: What types of work do people in our community do?

Investigate

Featured Resources

Video – Workers in My Community: This video of interviews highlights different types of workers found in a typical community.

Reading for Information Piece –Community Workers: The Reading for Information Piece maps out and identifies locations of different workers within a community.

Create/Discuss

Formative Assessment Performance Activities

Matching Activity: Students complete a matching activity where they match a worker with the goods and services s/he produces.

Community Workers Activity: Using the template provided, students identify 4-5 different workers within their community from whom they get goods and services. This is located at the end of the Reading for Information piece.

Supporting Question #2: How do people decide what type of work to do?

Investigate

Featured Resources

Video – Workers in My Community: This video is a continuation from Supporting Question #1 and discusses how workers decided to pursue that career (interests, what education was needed, what experiences helped them, etc.)

Reading for Information Piece –Job Skills: The Reading for Information Piece discusses specific jobs and what education and skills are needed to be successful in the job as well as what interests people who do this job typically have.

Create/Discuss

Formative Assessment Performance Activities

Interest & Skills Inventory: Students take an inventory of their interests and skills. They then explore what potential skills they match up with.

Job Skills Activity: As a follow up to the Reading for Information piece, students complete a table identifying the skills and education workers need to do his/her job.

Supporting Question #3: Is work a choice?

Investigate	
Featured Resources	
<p>Video – Workers in my Community: This video is a continuation from Supporting Question #2 and discusses whether or not workers feel that work is a choice (they have to earn money to get the things they want). However, what type of work a person does can be a choice. The video also includes an example of a group of workers who go on strike (i.e., NY city garbage workers) to show the result/consequences of what happens when work doesn't get done.</p>	
<p>Literary Piece: Students read the book, <i>The Day the Crayons Quit</i> by Drew Daywalt (or watch the read aloud https://www.youtube.com/watch?v=Xj4_2LBF4WU).</p>	

Create/Discuss	
Formative Assessment Performance Activities	
<p>Creative Writing Activity: Students write a short story about what would happen if everyone in the community stopped working. What goods or services would they miss the most?</p>	

Ask: Why do people work?

Reflect	
Summative Assessment Performance Activities	
Argument	Construct an argument, supported by evidence that addresses how money has changed over time.
Extension/Action	Career Research Culminating Activity: Students choose a job/career to research and complete a research template to learn more about that particular job, ultimately answering the question, “could I see myself doing this job?” If possible, the student will interview someone who does that job. Students present their research to the class.