

Grade 3 Lesson 2

Compelling Question: Are all jobs the same?

IL Financial Literacy Standard	SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.	SS.EC.FL.3.4: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.
IL Econ Standard (when applicable- this row can be deleted)	SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities.	
Inquiry Standard	SS.IS.1.3-5: <i>Developing Questions and Planning Inquiries</i> . Develop essential questions and explain the importance of the questions to self and others.	SS.IS.4.3-5: <i>Evaluating Sources and Using Evidence</i> . Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
	SS.IS.5.K-2: <i>Communicating Conclusions and Taking Informed Action</i> . Construct and critique arguments and explanations using reasoning, examples and details from multiple sources.	
Student Outcomes	<p>Students will be able to explain:</p> <ul style="list-style-type: none"> • People in IL work in jobs available based upon its geographic Midwest location. Around the world, people specialize in jobs that produce specific goods and services and then use their income to buy the things they want. • <i>Decisions people make</i> lead them to gain skills and knowledge which provide future job opportunities. • Different jobs pay different wages (income) based upon the market value of their production. 	

Ask

Compelling Question: Are all jobs the same?

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

Key Understandings: There are a variety of jobs throughout the State of Illinois.

Featured Resources (Investigate): Videos-Young Entrepreneurs, Reading for Information Job Locations, Data Charts-Largest Employers in Midwestern States & Jobs in Illinois' Cities

Formative Assessment Task (Create/Discuss): Illinois Map Activity, Letter Activity

Supporting Question #2: How can I best prepare myself for my future as a worker?

Key Understandings: Individuals make choices to help them gain skills- which can lead to a future job.

Featured Resources (Investigate): Reading for Information Pieces- Decisions and Professional Athletes

Formative Assessment Task (Create/Discuss): Interest Inventory and Career Activity

Supporting Question #3: Does all work offer the same income?

Key Understandings: Not all jobs pay the same.

Featured Resources (Investigate): Data Chart-Wages in Illinois and Three Reading for Information Pieces- Skilled Workers, American Entertainers, and Business Owners

Formative Assessment Task (Create/Discuss): Chart Activity, Venn Diagram, Debate Activity

Introduction to Lesson

The compelling question for this lesson is: *Are all jobs the same?*

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 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 Illinois do?

Investigate

Featured Resources

Reading for Information – Job Locations: Students will learn how geographic locations can greatly influence the type of work available within a community (i.e., ocean provides opportunities not found in the Midwest, oil rigs, tech industry, Hollywood, etc.). Transportation allows us to transport goods throughout the world, regardless of where they are made.

Data Chart – Largest Employers in Midwestern States: This data chart identifies the top employers and jobs in Illinois and then compares it to other states. Students interpret the chart data, answer questions, and make predictions.

Data Chart – Jobs in Illinois' Cities: This Data chart identifies the largest employers in cities throughout the state. Students interpret the chart and answer questions.

Video – Young Entrepreneurs: This video highlights a 10 year old has already started a business providing lemonade stands and stand-alone marketplaces for other kids <https://www.youtube.com/watch?v=i7iX9SR0bfw>.

Video – Young Entrepreneurs: This video highlights an individual who was making bow ties at age 11 <https://www.youtube.com/watch?v=bMCEzAmSPg8> and shows the progress he made by the time he was 13 <https://www.youtube.com/watch?v=k-hzNEDejOU>

Video – Young Entrepreneurs: This video highlights an 14 year old who started a first aid vending machine business <https://www.youtube.com/watch?v=Bz8b-tAhri4>.

Video – Young Entrepreneurs: This video highlights an 11-year-old with her Bee Sweet product. <https://www.youtube.com/watch?v=GduVFk6YXjg>.

Create/Discuss

Formative Assessment Performance Activities

Illinois Map Activity: Students research then complete a map of Illinois and the top jobs (employers) in several key cities throughout the state.

Letter Activity: Students write a letter to encourage an out-of-state friend who is thinking about moving to Illinois by telling them about the various types of jobs available in Illinois.

Supporting Question #2: How can I best prepare myself for my future as a worker?

Investigate

Featured Resources

Reading for Information – Decisions: This reading for information piece demonstrates how people's decisions lead them to gain skills and knowledge (through education, experiences, and the people around them) which provide (and help you to be successful) with future job opportunities.

Reading for Information Piece – Professional Athletes: A number of students want to be professional athletes but the number of people who actually make it in professional sports is quite small. This reading for information piece tells both sides – the story of an athlete from a struggling family who winds up playing professionally and the many talented athletes who try but never break into a professional sport.

Create/Discuss	
Formative Assessment Performance Activities	
Interest Activity: Students take an interest inventory of their interests/talents and then match them to potential jobs; they look at how they can set goals for themselves to begin to gain the skills and knowledge needed to be a successful worker.	
Career Activity: Students choose a career they are interested in learning more about; research famous people in this field (or someone who has made significant accomplishments); write a paper about this person and their work in this career (provide a template for researching – identify specific questions to answer); present report to the class.	

Supporting Question #3: Does all work offer the same income?

Investigate	
Featured Resources	
Data Chart – Wages in Illinois: This data chart identifies a variety of wages in Illinois along with the top jobs in key cities throughout the state. The chart also includes similar data in other states.	
Reading for Information Piece – Skilled Workers: This reading for information piece discusses skilled workers (often service providers like plumbers, hair stylists, landscapers, etc.) taking on additional risk and increasing their earning potential by becoming small business owners.	
Reading for Information Piece – American Entertainers: This reading for information piece illustrates opposing views on whether or not American entertainers (actors/actresses and singers) are paid too much money.	
Reading for Information Piece – Business Owners: This reading for information piece discusses the pros and cons of owning a business.	

Create/Discuss	
Formative Assessment Performance Activities	
Chart Activity: Students first estimate the wages for various jobs in Illinois and then analyze the chart and answer some key questions about the data. They select a career in which they have an interest and research the average wage for that job in Illinois and a few other states.	
Venn Diagram Activity: Students compare skills typically held by a worker compared to that of a business owner.	
Debate Activity: Divide class into two groups – give each group one of the articles about whether American entertainers are paid too much. Students debate based upon the evidence in their article.	

Reflect	
Summative Assessment Performance Activities	
Argument	Construct an argument, supported by evidence that addresses the question, “Are all jobs the same?”