

Los Angeles Unified School District
Office of Curriculum, Instruction and School Support
Elementary History-Social Science and
Elementary Science Divisions

Day 6
Occupations

ESSENTIAL QUESTION: What do human beings need to survive and thrive in a new environment?

FOCUS QUESTION: How do the occupations of colonists impact survival in a colony?

Objective: Students will complete a Primary Source Activity on the historical impact of colonial occupation choices. Students will choose and list 10 occupations needed for their space colony, create a budget, and advertise for these occupations.

Quick Look

- **Conceptual Flow:** Now that the location, social and physical survival needs and economic purpose, have been established, we need to decide who would be needed to establish this colony.
- **Summary:** This lesson is designed to help students understand the impact colonists' occupations and skills have on the success of a colony. Students will first examine ships' manifests listing the first colonists at Jamestown and Plymouth. They will analyze what impact the colonists' occupations had in leading to the deaths of so many early colonists. They will then learn about different types of occupations they might need on their space colony. They will choose ten occupations, create a bar graph showing the required salaries, total the salaries to make a budget, and then create advertisements for these occupations.
- **Time:** Approximately 3 ½ - 4 hours
- **History Content Standards:**
 - 5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
- ***Common Core Standards:**
 - Writing Grade 5:8
 - Reading Informational Texts Grade 5: 10
 - Speaking & Listening: Grade 5:2

**see Appendix A*

- **Student Products:**
 - Jamestown or Plymouth Occupations Graphs (Student Handouts 6.1, 6.2)
 - The Occupation Rationale Chart (Student Handout 6.11)
 - The Occupation Bar Graph (Student Handout 6.12)
 - Document Analysis Worksheet (Student Handout 6.13)
 - Advertisements
 - Journal Entries
 - Entry on NASA application

BACKGROUND

During the first year at Jamestown and Plymouth the colonies experienced huge losses of life. More than half of the Plymouth Colonists died and 66 of the original 105 at Jamestown died. These tragic deaths may be attributed to the colonists' lack of appropriate training and occupational skills. Many of the men who traveled to Jamestown and Plymouth were "gentlemen". These were wealthy men who had never worked before. In Europe at the time, it was common for land to be passed to the eldest son. This left no land, and less wealth for younger sons. Many of the men who traveled to the early colonies were younger sons who were seeking land on which to build their fortune. These men were educated, but unskilled in practical ways. They were not well equipped to meet the demands of the harsh life they found in the New World. In fact, on the manifest used in the lesson on Plymouth, there are many servants listed next to the names of wealthy families. These servants were often much better prepared for life in the colonies than the wealthy families they served. It can be argued that this lack of practical knowledge among the "gentlemen" led to a lack of early success in Jamestown and Plymouth. This lesson makes that point with the students. This is a motivator for students to then read about, and select, possible occupations that might be needed to make their colony successful.

Vocabulary

career, budget, benefits, occupation, subtotal, negotiate, rationale, salary, categorize, percentage

Additional vocabulary is provided in the Occupation Definition List (Student Handout 6.10)

Materials

- Ship Manifests from Jamestown and Plymouth:
 - Jamestown Manifest:
http://apva.org/rediscovery/page.php?page_id=31
 - Mayflower - Plymouth Manifest:
<http://faculty.ycp.edu/~tgibson/gibson/Genealogy/ListOfMayflowerPassengers.html>
- First Residents of Plymouth (Student Handout 6.1)
- Jamestown Settlement Colonists Chart (Student Handout 6.2)

- Occupations Cards A1-A6 (Student Handout 6.3 – 6.8)
- Occupations Category Mat (Student Handout 6.9)
- Occupation Definition List (Student Handout 6.10)
- Occupation Rationale Table (Student Handout 6.11)
- Occupations Bar Graph Worksheet (Student Handout 6.12)
- Document Analyses Worksheet (Student Handout 6.13)
- Calculator
- Classified section of newspaper or samples of job advertisements from online source

PART I LOOKING BACK

Engage/Introduction

- **Teacher will ask**
 - *Are there certain skills that you would need to have in order to be successful in starting out in new place?*
 - *Are there some jobs that would be more useful than others?*
- Discuss with students that the colonies faced issues related to class or status. Each colony contained a number of “gentlemen” who were wealthy men who had little or no job skills.

Explore/Analysis Activity

- Arrange students in colony groups
- Preview unfamiliar job titles that students will encounter on the ship manifests.
- Project the ship manifest for Jamestown to one-half of the groups. Project the ship manifest for Plymouth to the other half of the groups. Students may also use iPads or computers to access the information. Have students count the number of colonists in their colony. Determine the number of men, women, and children for each colony.
 - Jamestown Manifest: http://apva.org/rediscovery/page.php?page_id=31
 - Mayflower - Plymouth Manifest: <http://faculty.ycp.edu/~tgibson/gibson/Genealogy/ListOfMayflowerPassengers.html>
- Clarify for the Plymouth group that names in parentheses are names of servants.
- Hand out “Occupation Definitions” (Student Handout 6.10) and inform students that then can refer to the definitions when doing this activity. Instruct colony groups to complete the graph for their assigned colony: First Residents of Plymouth (Student Handout 6.1) or Jamestown Settlement Colonists Chart (Student Handout 6.2)


Explain/Conclusion

Teacher will ask:

- *What conclusions can you draw by looking at your graphs?*
- Students are to share the results of their analysis with the whole class.
- Facilitate a class discussion about the importance of selecting people with appropriate occupational skills when planning a colony.

- Ask students what occupational skills they think would be useful in starting a colony.
 - List those skills on a chart for the class.
- Make entry on **Class Historical Colony Chart** under Occupations.
- **Journal Entry:**

Ask students to imagine they are one of the colonists who survived the first year. Write a diary entry describing some of the challenges the early colonists faced because of the types of occupations they had. How would the first year have been different if there had been a different mix of occupations?


 *Journal entries provide an opportunity for students to develop organizational skills in writing after having experienced oral practice with other students and the teacher.*

PART II LOOKING FORWARD

Engage/Introduction

- Facilitate a discussion about occupations. Remind students that lack of variety in occupations affected the success of Jamestown and Plymouth. Ask how they think they could avoid a similar problem with their colony.
- Tell them that today they will choose 10 occupations that need to be represented in their colony. They will need to create a budget to pay these people and advertisements to help hire them.

Explore/Analysis Activity

- **Choosing Occupations**
 - Give each group of students a set of Occupations Cards (Student Handout 6.3 – 6.8) and an Occupations Category Mat (Student Handout 6.9)
 - Ask students to cut out each card.
 - Students should distribute the cards equally among the group members. Students take turns reading the information on each card aloud to their group.
 - As they read, students categorize the cards into groups of people they need to hire and people they do not need to hire to work in their space colony.
 -  *By doing this activity collaboratively, students have an opportunity to reinforce vocabulary while practicing speaking and listening skills.*
 - Students can find more information about occupations on-line if they feel this is necessary.
 - Hand each student a copy of the Occupation Rationale Table (Student Handout 6.11).
 - Model for students how to complete the Occupation Table. Tell students to complete the table by ranking their top ten occupations and writing a rationale for their decisions in the appropriate column.
- **Creating the Occupations Bar Graph**
 - Give each student a copy of the Occupations Bar Graph worksheet (Student Handout 6.12). Have them use colored pencils or crayons to fill in the graph.
 - Students list the occupations along the bottom (X-axis) of the graph. They then color in the salary for each occupation.


- After creating the graph, students answer the questions at the bottom of the graph.
- The teacher can check calculations with a calculator for accuracy and provide feedback.
- Provide time for students to share with the class their ten chosen occupations. They should also share the total amount required to pay the people in these occupations for a year, the highest and lowest paid occupations and a rationale for their choices.
- **Advertising the Occupations**
 - Give each group a copy of a classified advertisement section of the newspaper or a copy of an on-line advertisement from a source such as careerbuilder.com.
 - Give each group a copy of the Document Analyses Worksheet (Student Handout 6.13)
 - Have students to analyze the advertisements by filling in the questions on the Document Analysis Worksheet.
 - Provide students materials to create job advertisements. Ask each student to create at least two advertisements so that each group has an advertisement for each occupation on their list of ten.
 - When students finish the advertisements, display them on walls around the room.
 - Give each student 2 post-it notes. Have students do a gallery walk in which they walk around the room and leave comments on at least two advertisements.

Explain/Conclusion

- Debrief the day with the students.
- Ask them to summarize all the activities they did around occupations.
- Ask students to share what they learned throughout the day.

PART III BRINGING IT ALL TOGETHER

- **Group Discussion**
Facilitate a discussion about the Focus Question for this lesson, (*How do the occupations of colonists impact survival in a colony?*), the Essential Question for the unit, (*What do human beings need to survive and thrive in a new environment?*) considering how the day's activities have changed their ideas about their colony.
- Allow time for each colony group to discuss their answers before participating in a whole class discussion.
Teacher will ask:
 - *How do the occupations of colonists impact the survival of the colony? What evidence can you provide?*
 - *What do human beings need to survive and thrive in a new environment? What evidence do you have?*
 - *How did today's activities change your ideas about your colony?*

- **Journal Entry**
 - Students will respond to today's focus question in their journals:
How do the occupations of colonists impact the survival of the colony?
 *Journal entries provide an opportunity for students to develop organizational skills in writing after having experienced oral practice with other students and the teacher.*
- **Space Colonization Application entry (Teacher Resource 1.2)**
Teacher will say:
 - *All **Space Colony Teams** will review the application that will be submitted to Congress.*
 - *Work with your team to prepare the information to enter in the section: "**Occupations/Jobs**".*
 - *In preparation for filling out this section, consider the various occupations your space colony will need in order to survive and thrive in a new environment.*

Extensions

- Students can do another journal entry summarizing their group's occupation choices and their rationale for each occupation choice. Students should include the total cost to employ the ten people. Students who need to can use the following frame:
- Our group chose the following ten occupations: _____. Our highest paid occupation is the _____. We chose this occupation because _____. Our lowest paid occupation is the _____. We chose this occupation because _____. We chose _____ because _____. (Repeat for the additional seven occupations.)
- Have students research the minimum hourly wage at the Department of Labor website (<http://www.dol.gov/dol/topic/wages>). Encourage students to figure out how much a person would make in one year if they were earning a minimum hourly wage, 40 hours a week for 52 weeks of the year. Compare this amount to the salaries made by people in the occupations they chose for their colony. They can add a column to their bar graph if they want. What differences do they see? Have them analyze why there might be such a big discrepancy.
- Introduce the concept of benefits to the students. Have them read about the Fair Labor Standards Act on the Department of Labor website. Benefits such as life insurance or travel accident insurance are negotiated between an employer and an employee. What benefits might they add to their advertisements to attract people to apply for jobs with their colony?