NCSS Notable Trade Book Lesson Plan

Everybody Works

by Shelley Rotner & Ken Kreisler

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Everybody Works in many ways, indoors, outdoors, at home, at an office, by traveling from place to place, to earn income, or as a hobby. This book is a photographic essay looking at the many ways in which people work and sometimes use animals in work. The learning cycle lesson helps young children construct a deeper understanding of work as varied and an important part of each person’s life.

Book Title  Everybody Works by Shelley Rotner & Ken Kreisler (Notable, 2003)
Photographs by Shelley Rotner
(Note: The activities below are aimed at third or fourth grade. These activities generally extend over five days.)
Everybody works indoors, outdoors, at home, at an office, by traveling from place to place, to earn income, or as a hobby. This photographic essay looks at the many ways in which people, and even animals, accomplish their work.

**NCSS Standards**

- VII. Production, Distribution, and Consumption
- IV. Individual Development and Identity
- I. Culture

**Materials**

For each group –

1. Copy of *Everybody Works*
2. Figure 1 (mother with baby)
3. Figure 2 (woman fishing)
4. Paper, pencils
5. Chart paper
6. Internet access
7. Scissors
8. Masking tape

**Objectives**

- Students will identify characteristics describing the concept of “work.” (Exploration/Introduction)
- Students will construct and state a consensus definition of work. (Development)
- Students will identify and describe instances of work not previously encountered in the lesson. (Expansion)

**Procedures**

1. Place students in small groups and assign a recorder. Assign each group a number. Give each group a copy of Figure 1 and ask, “What work is the mother doing?” Share ideas in class and list them on the board. Give students a copy of Figure 2 (woman fishing) and ask, “What work is this person doing?”

2. Ask the students to individually draw a picture of somebody working and then share it with the group. Share ideas with the class.

3. Ask each group to finish the sentence, “A person is working when …” Encourage them to list as many endings as possible for the sentence. Assign a group recorder to write the endings on chart paper.
Exploration/Introduction (Continued)

4. Have groups share the characteristics identified and post their chart on a bulletin board or wall. Construct a class list of characteristics on the board or chart paper.

5. Discuss the list, removing duplicates.

Assessment: Consider the appropriateness of the characteristics of “work” identified in the list.

Development

1. Ask student groups to take a short walk around the school. During the walk, assign tasks so that one group is listing each of the following: (a) five types of work teachers are doing, (b) five types of work students are doing, (c) three kinds of work non-teaching adults are doing, and (d) two kinds of work animals inside or outside the school are doing. (More than one group may be assigned to the same task.) Alternative: One member of each group may be assigned one of the tasks, so each group addresses each task.

2. After returning to the classroom, ask the groups to put the group’s number next to those characteristic(s) of work on the class list that they identified on the walk. They may add additional characteristics to the chart. Discuss findings.

3. Read Everybody Works (Note: The book is best read over several days in sections.). As examples of work are described and depicted, refer to the class list of characteristics, adding to it those previously unmentioned.

4. Closure: Together, return to the statement, “A person is working when …” Have students discuss whether they can agree that all of the characteristics should be on the class list. Students may copy the statement and final list into their social studies notebooks. Have students then construct a consensus definition of a “work” which they also can write in their social studies notebooks.

Assessment: Have each student select one characteristic and write or draw an explanation of why it is work. Consider whether students are addressing the characteristic appropriately.

Expansion

1. Use photos of people at work such as those found below from Internet resources to expand the idea of work as students apply it to circumstances not previously encountered in the lesson.
a. **The NASA People at Work Project**
   http://nasapeople.nasa.gov/npaw/index.htm
   Consider the variety of work done at NASA. Discuss ideas about the sorts of work depicted. Discuss ideas about qualifications that might be needed for some of the work pictures (e.g. knowing how to write well or understanding mathematics well).

b. **London Life: People at work in London C. 1910**
   http://www.memoriespictures.co.uk/londonlife.htm and
   **Men and Animals at Work in the Woods (1800s)**
   http://www.logginginlincoln.com/Logging%20photo%20album/Logging%20Photo%20album/index.html
   Discuss whether any of these examples of work occurs today:
   - What has changed?
   - Has some work stayed the same?
   - Why might work change?
   - Why have some animals “lost their jobs” and no longer do the kind of work done in the past?

c. **People at Work and Play in the Amazon**
   **People at Work and Play in the Jungle: Africa**
   Discuss the following questions:
   - What is familiar and unfamiliar about the work shown in these photos?
   - What might you need to learn to do such work?

d. **People at Work and Play, U.S. Department of the Interior Kid’s Corner**
   http://www.mms.gov/alaska/kids/atwork/atwork.htm
   Discuss:
   - Which of these examples of work is familiar and unfamiliar?
   - What might you have to learn to do such work?
e. Animalographies: Working Animals
http://www.biography.com/animalographies/working-animals.jsp

Discuss:

- What kinds of work do animals do today around the world?
- How is this different from, or the same as, the work done by a pet you know? By an animal you know that is not a pet?

2. Have students make a three part flip chart by taping two pieces of 8 ½ by 11 inch paper together along one length. Then have students cut lines in the top sheet separating it into three sections, so they can lift up three flaps. On each top flap, have them draw an example of work. Beneath the flaps, have them divide the bottom sheet into three columns so that a column will be seen when the flap is lifted up. Have students write a description of the work pictured on the flap. Put these on a bulletin board or have students exchange flip charts. Have students look at the drawings, write down their guess as to what type of work is being depicted, and then lift up the flaps to find out how close their guess was to that of the flip chart’s maker. Alternative: Using the Animalographies site, have individual students construct an animalography including a digital photo of an animal, and share it with the class.

3. Lesson summary: Ask students to tell you what kinds of work are done and who does the work.

Assessment: Have students respond to the following: Write or draw an explanation of what we mean when we say “Everybody works.” Consider the following elements in their statements using the rubric:

1. Shows that work has many forms.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
</tr>
</thead>
</table>

2. Shows that work is done by everyone.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
</tr>
</thead>
</table>
Assessment

Ask students to write about, or draw, one characteristic of work they think is very important to helping as a member of a family. Have students write or draw why this helps the family. Alternative: Use the same task but apply it to their local community.

(1) The student identifies a characteristic of work as important to the family/community.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
</tr>
</thead>
</table>

(2) The student-identified characteristic of work is appropriate in the context of helping the family/community.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
</tr>
</thead>
</table>

(3) The student describes why the identified work characteristic is important to the family/community.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
</tr>
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</table>

(4) The student’s description of why the identified work characteristic is important to the family/community is appropriate.

<table>
<thead>
<tr>
<th>Yes</th>
<th>Not clear</th>
<th>No</th>
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Suggested Extension Activities

1. Have student groups select a characteristic of work and put together a book of digital photos or a PowerPoint presentation that shows examples of that characteristic in their local community.

2. Have student groups construct a photo essay that could be put into a PowerPoint of examples of the same, or additional, work by children as is pictured in Everybody Works.

3. Contact service groups such as Habitat for Humanity, CARE, or the local branch of the American Red Cross and establish a service project through which your students participate in work that is a service to the community.
Additional References


Community Helpers at Work by Capstone Press (14 titles)

Web links

Animalographies: Working Animals
http://www.biography.com/animalographies/working-animals.jsp

London Life: People at work in London C. 1910
http://www.memoriespictures.co.uk/londonlife.htm

Men and Animals at Work in the Woods (1800s)
http://www.logginginlincoln.com/Logging%20photo%20album/Logging%20Photo%20album/index.html

NASA People at Work Project
http://nasapeople.nasa.gov/npaw/index.htm

People at Work and Play in the Amazon

People at Work and Play in the Jungle: Africa

People at Work and Play, U.S. Department of the Interior Kid’s Corner
http://www.mms.gov/alaska/kids/atwork/atwork.htm

About the Authors

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Appendix

Figure 1: What kind of work is this mother doing?

Figure 2: What kind of work is this person doing?
Figure 3: Drawing my worker.

Figure 4: Our “workers” book.
Figure 5: Making a flip book.