

TEACHER'S GUIDE: When I Grow Up I Want To Be...



Objectives

Students will be able to:

- ▶ Identify a character in a TV show or film that has inspired them to want to pursue (or avoid) a certain career.
- ▶ Examine pay disparities between sexes as they read a USA TODAY article.
- ▶ Create a help-wanted ad in order to identify key qualifications and qualities they think would be necessary for a career they may want to pursue.

Time: 60 minutes

Level: Grades 4-6

As Seen on TV (15 minutes)

- Invite one student to read the introduction.
- Direct students to respond in writing to the question: Is there a character in a TV show or movie who has inspired you to want to pursue a certain career (or avoid a certain career)? Give the title of the show/movie, identify the character/career and explain why.
 - You may want to give an example (i.e. Jordin Sparks from *American Idol* – singer who inspires people to want to pursue a career in music)
 - If students seem to have trouble getting started, take a few moments to help students brainstorm TV shows and movies that portray specific careers. Write some of the suggestions on the board so students can refer to these ideas when they write.
- Invite several students to share their responses with the group.

As Seen in News (20 minutes)

- Invite a student to read the introduction.
- Invite a student to read the four questions listed on the “Bookmark Notes” before the class begins to read USA TODAY’s article.
- Direct students to independently read USA TODAY’s article and respond in writing to the “Bookmark Notes” questions.
- Once students have completed their written responses, direct students to stand and share their responses with at least two different students. This means that students will be moving around the room and reading their “Bookmark Notes” to at least two other students before being seated.
- If there is time, invite a few students to share their answers with the group.

As I See It... (35 minutes)

- Before starting this section, decide whether you would like students to work individually or in pairs to complete their help-wanted ads.
- Invite one student to read the introduction and the different parts of the help-wanted ad.
- Share an example with students. (Use the example below, create your own example or give students the classified ads of the newspaper to see examples of help-wanted ads.)
- Give students time to complete their help-wanted ads.
- Invite students to share their help-wanted ads with the class.

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Help-wanted example

Career: Politics

Job title: President of the United States

Qualifications:

1. Must be at least 35 years old.
2. Must be a resident in the United States for at least 14 years.
3. Must be a natural-born citizen.

Desired level of education:

Must have at least a graduate degree in political science or a law degree

Desired qualities:

Honest
Trustworthy
Communication skills
People skills
Organization skills
Work ethic
Positive attitude
Loves to learn new things
Patriotic
Passionate about making the U.S. a better place

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National Standards

National Council of Teachers of English (NCTE) Standards

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction, nonfiction, classic and contemporary works.
2. Students use a variety of technological and information resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

National Council for Social Studies (NCSS) Standards

1. Through the study of culture and cultural diversity, learners understand how human beings create, learn, share and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology and anthropology, as well as multi-cultural topics across the curriculum.
2. Personal identity is shaped by family, peers, culture and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development and actions. This theme typically appears in courses and units dealing with psychology, anthropology and sociology.