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| Lesson Name: | **Would You Hire Me?** |
| Grade Level(s): | **10th Grade – United States Studies** |
| Goal/  Objective(s): | * For students to understand the importance of a job resume/application in the hiring process. * For students to create a job application/resume based on their research of historical facts. * For students to process the information presented to them by classmates to make an informed decision about the resume/application they received. |
| Standard(s): | **The following standards go along with chapters/units relating to the Civil War. This lesson would be best used towards the end of the Unit/Chapters.**  **Social Studies Standards:**   * **SS.10.H.CL4.1** analyze the social, political and cultural characteristics of the North, the South and the West before and after the Civil War (e.g., the lives of African Americans, social reform, Patriotism, Nationalism, labor force, etc.). * **SS.10.H.CL4.2** explain how the political events and issues that divided the nation led to civil war (e.g., compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states’ rights and federal authority, emergence of the Republican Party and election of 1860). * **SS.10.H.CL4.5** evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.). * **SS.10.H.CL4.6** summarize the progress and impact made by various groups in society (including African-Americans, women, immigrants, etc.) during Reconstruction. * **SS.10.C.2** analyze multiple media sources and -their influence on public opinion and policy issues. * **SS.10.C.5** identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age). * **SS.10.E.4** differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War and late 19th /early 20th Centuries) through types of taxes, taxation controversies, the effects of foreign trade and tariff policies. * **SS.10.G.3** interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films and songs) * **SS.10.G.6** evaluate the geographic differences and regionalism throughout U. S. history (e.g., colonial era, Civil War, etc.). * **SS.9-10.L.16** conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; and narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. * **SS.9-10.L.4** determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies. * **SS.9-10.L.8** assess the extent to which the reasoning and evidence in a text support the author’s claims. * **SS.9-10.L.9** compare and contrast treatments of the same topic in several primary and secondary sources.   **School Counseling – Student Success Standards:**   * **ALP.SS.2.1.1** use a variety of resources to explore career options in relation to personal abilities, skills, interests, values and the current job market. * **ALP.SS.2.1.7** model expected workplace dispositions, skills and behaviors in school, community and occupational experiences to prepare for career success. |
| Instructions: | \*\*After students have already participated in lessons that have exposed them to necessary facts and information about the Civil War.  \*\*This Lesson should take approximately 3 to 4 (45 minute class periods) and will require students to use the computer to complete the activity.   1. Since the students will be creating a “fake” resume for a historical figure the first thing that needs to be done is assigning them to the students. This could be done in several different ways, and will vary depending on the class and the teacher. 2. Once the students have been given their historical figure it is time to begin the research. Students should have access to resources materials including, their textbook and other print reference materials, as well as the internet. This is also a good time to go over the rubric with the students so that they know exactly what they will be graded on. 3. If students are already familiar with the CFWV website then review with them as a class the basic information they will need, if the students are not already familiar with the site take some additional time to go over the site with them including; the website address (CFWV.Com), and which aspects of the site they will be using (Explore Careers and Resume Builder). 4. Once you have students in the lab they will log-in to CFWV or if they have not already they will need to create an account. 5. While doing their research students should refer to the tabs in CFWV for the information they need to provide for their historical figure as well as the types of information that would be valuable in a resume for different types of jobs. 6. Once students have completed the research and the resume they need to turn in two separate copies of the resume, one with their name and one without. 7. After all students have finished their resumes as an added part of the activity the students could present their resumes to the class. This could be done in several different ways. One way that the students could present would be by stating what job they are applying for and then reading the resume (leaving off the historical person’s name) and then taking a class vote to see if they would hire the person for the job. Another was could be reading the resume (without the students know who it is) and seeing if they can guess which historical person it is a resume for. 8. Student could also use the information that they have gathered about their historical person and take the [INTEREST PROFILER](https://secure.cfwv.com/Career_Planning/Learn_About_Yourself/Interest_Profiler/Interest_Profiler.aspx) and the [CAREER CLUSTER SURVEY](https://secure.cfwv.com/Career_Planning/Learn_About_Yourself/Career_Cluster_Survey/Career_Cluster_Survey.aspx). They can then compare what they know about the person to the results from the surveys. |
| Materials: | * Student rubric and direction sheet * Computer or Computer lab access for research and typing * Textbooks and other reference materials. |
| CFWV Tools Used: | * Explore Careers * Resume Builder |
| Assessment: | Students will be assessed using the rubric for the activity. |

**Would You Hire Me?**

1. The first steps we need to take in creating our fake resumes. Begin by using our research tools to gather some basic information on your historic figure.) [Wikipedia](http://www.wikipedia.com/) may be a good place to start, but remember it is not a citable source you may also want to use [World Book](http://themrsmith.pbworks.com/page/26425365/World-Book-Encyclopedia-Online) and [Galileo](http://themrsmith.pbworks.com/page/26425394/Galileo) as these are two of the good history resources.
2. As you are gathering information make sure that you are creating a works cited page as a separate word document. Below each citation list the types of information that obtained from that source.
3. Once you have some of basic information, then you should begin working on resume on [CFWV.com](file:///F:\Social%20Studies%20Forms\CFWV.com)  Use the template provided there to begin adding and changing information.

1. Once you have the basic information in make sure that you are referring to the Explore Careers tab to make sure you are including information relevant to the career of your historical figure.
2. After you have filled out all of the information select the style you want to use for your resume.
3. Once you have finished the resume go back and double check your information.
4. Print two copies of your resume only put your name on one of them.
5. Once you have printed your resumes got back into the CFWV site and take the Interest Profiler and Career Cluster surveys. You will need to take the surveys as though you are your historical person. Then write/type and short essay comparing and contrasting the information you have about your person and the information given to you from the surveys.
6. Staple everything together and turn in.

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| **Would You Hire Me?**  Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Historical Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Amount of Information** | All topics are addressed and all questions answered. | All topics are addressed and most questions answered. | Most topics are addressed, and most questions answered. | One or more topics were not addressed and some questions were not answered. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Sources** | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. | All sources (information and graphics) are accurately documented, but many are not in the desired format. | Some sources are not accurately documented. |
| **Mechanics** | No grammatical, spelling or punctuation errors. | Almost no grammatical, spelling or punctuation errors | A few grammatical spelling, or punctuation errors. | Many grammatical, spelling, or punctuation errors. |
| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| **Historical Accuracy** | All historical information appeared to be accurate and in chronological order. | Almost all historical information appeared to be accurate and in chronological order. | Most of the historical information was accurate and in chronological order. | Very little of the historical information was accurate and/or in chronological order. |
| **Knowledge Gained** | Can clearly explain several ways in which his character \"saw\" things differently than other characters and can clearly explain why. | Can clearly explain several ways in which his character \"saw\" things differently than other characters. | Can clearly explain one way in which his character \"saw\" things differently than other characters. | Cannot explain one way in which his character \"saw\" things differently than other characters. |
| **Required Elements** | Student included more information than was required. | Student included all information that was required. | Student included most information that was required. | Student included less information than was required. |