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| Lesson Name: | **Talkin’ Trash** |
| Grade Level(s): | 9th Grade – World History |
| Goal/Objective(s): | Explain the connection between world resources and economic development.  Investigate how geographic location is a factor in where jobs are found.  Explore career interests. |
| Standard(s): | **Social Studies:**  **SS.9.G.1** use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.  **SS.9.G.2** explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.  **School Counseling – Student Success Standards:**  **ALP.SS.1.2.2** apply knowledge of skills, interests, aptitudes and the workplace to guide decision-making in relation to postsecondary choices.  **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. |
| Instructions: | **Driving question**– What can we learn about people and geography through garbage?    **Entry Event**  Fill a garbage bag with trash that would be identifiable with a Coal Miner. Do not tell students which profession the trash in the bag represents.  Go through the garbage bag with students and discuss each item. Guide students through discussions about each item that will allow for them to eventually arrive at the conclusion that the trash in the bag represents a Coal Miner.  Lead a discussion about how geographical location determines where jobs are and use specific examples. (Lobsterman – Maine) (Marine Biologists – Florida)  Also touch on how the population of an area can affect job opportunities.  Log students on to [www.cfwv.com](http://www.cfwv.com)  Click on Career planning  Click on learn about yourself  Click on Interest Profiler  Complete the questions  Review results – Have each student choose one job from their list of “Matching Careers.”  **Scaffolding:**  Students should complete the “Geography of Jobs” worksheet  Use critical thinking skills to determine at least 5 artifacts that would represent the job they chose and the geographical location of the job.  Students should complete an “Artifact Rationalization” worksheet for each artifact.  Put items in a garbage bag. |
| Materials: | Filled Garbage bag with trash/artifacts that represent a coal miner  “Geography of Jobs” worksheets  “Artifact Rationalization” worksheets  Computer with internet access  CFWV account for each student |
| CFWV Tools Used: | Interest Profiler  Explore Careers |
| Assessment: | Students will give a presentation about their chosen career.  Students will use the garbage bag with their artifacts to guide their presentations.  Students will explain each artifact as they did on their artifact rationalization sheet.  Students will be graded by a rubric.  Each student will fill out a rubric for their classmates. |