

# CURRICULUM GUIDE: CAREER CHOICES

Volume 2, Issue 4



## INSIDE

2 In the Know

6 Census Counts

10 Word Study:  
White House Terms

5 Classified:  
Jobs for Me

8 Jobs Reveal  
A Community

11 Academic Content  
Standards



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Career Choices

*KidsPost Article: "The Talk of the Town: Ari Fleischer Is the Voice of the White House"*

**Lesson:** Introduce students to career possibilities, interests and aspirations

**Level:** Low to high

**Subjects:** Social Studies, Civics, Economics

**Related Activity:** Mathematics

### Procedure

#### Read

Ask students to list occupations of people who work at the White House. If not mentioned, ask them if they have heard of the press secretary. Read "The Talk of the Town: Ari Fleischer Is the Voice of the White House." In addition, give students "Meet the Press" to learn more about the job of press secretary and "The Press Secretary" to meet former press secretaries.

#### Discuss

After reading the KidsPost article, you might discuss the following:

1. What is the job of press secretary?
2. Who else might have a press secretary?
3. What subjects and activities are preparations to be press secretary?
4. Why does Ari Fleischer like being White House press secretary?
5. What information about Fleischer do you find interesting?
6. What is the relation of the press secretary to the press corps?

7. What are the difficult parts of the job of White House press secretary?

8. What are the benefits of being White House press secretary?

#### Improve Vocabulary

Give students "White House Terms" and review "Official Words" in this guide before reading the article or as a follow-up.

#### Think about Jobs

Give students "Classified: Jobs for Me." After they have completed the activity questions, talk about jobs that allow individuals to work alone, others that demand collaboration, those that require a high school diploma or a college degree. What does their play and work experience reveal about their preferences?

The 2000 census revealed that 80.4% of persons 25 years or older were high school graduates. Of that age group, 24.4 percent had a bachelor's degree or higher.

#### Consider Occupations

Use this article on Ari Fleischer to stimulate a study of employment possibilities or cool jobs. According to the Bureau of Labor Statistics, between 1992 and 2005, the fastest growing occupations in the U.S. are home health aides, human service workers, personal and home care aids and computer engineers and scientists. Why do jobs change? Give students "Jobs Reveal a Community."

Do some of your students aspire to be the next Michael Jordan or Britney Spears—because of the

## Official Words

**Occupation:** vocation; an activity that serves as one's regular source of livelihood

**Oval Office:** the formal office of the President of the United States, in the White House; the authority and executive power of the President; the presidency

**Politics:** the art or science of government or governing, especially governing a nation; the activities engaged in by a government, politician or political party; methods or tactics involved in managing a state or government

**Press Corps:** the collective term for print and broadcast reporters assigned to cover the White House

**Press Secretary:** one who officially manages the public affairs and press conferences of a public figure

**South Lawn:** lawn area south of the White House where tee ball, the annual Easter Egg Roll, special ceremonies and receptions are held; also pad for Marine One landing

**White House:** the executive mansion, residence and office, of the President of the United States; the executive branch of the U.S. government; symbol of the presidency.

*Definitions are from the American Heritage Dictionary*



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Career Choices***Continued*

high income and popularity rather than for love of the sport and music? "What Do Stars Make?" might lead to an interesting discussion of the few who make it and the reality of income for others. Injury and illness are not entered into the picture, but are certainly worth discussion.

**Do the Math**

Give students the fact sheet, "Census Counts." The data derived from the 2000 census will be used to complete "We Are in the Numbers." Students will answer the questions and prepare graphs on their own paper.

**Enrichment**

Students can become White House reporters.

- a. Have students listen to a White House gaggle or briefing from the archives. This is also good practice for listening and note taking. Discuss the White House points of view on many topics. Which of these would be of most interest to metropolitan D.C. residents? To U.S. citizens? To people in other countries?
- b. Teachers may wish to record several radio news broadcasts of that day and download Washington Post coverage. Have students read/listen to the professional coverage of the briefing they heard. Discuss the topics that were published/broadcast. Were they the same ones that the students selected?
- c. After discussion, review the elements of a news story. You may wish to use files in "INSIDE

Journalism: The Pledge of News." d. Have students listen to another archived gaggle and briefing. Ask each student to write a news story based on information provided in the briefing.

- d. Each student should evaluate what else is needed to complete the news article: Which other sources should the student interview? Is research needed to supply facts and figures?

"The Talk of the Town" can be found at <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A9436-2003Mar11.html>

**Answers**

Jobs Reveal a Community: a. an agrarian community; b. rich in natural resources for logging and fishing; c. military installations are part of the economy; d. an artistic community with either computer games, movies or videos being produced; e. casinos or horse tracks are primary businesses.

When Employed: 1. b; 2. c; 3. b; 4. c; 5. a; 6. c; 7. b; 8. a; 9.

**In the Know**

➤ <http://www.whitehouse.gov/>

**The White House**

Visit "Inside the Press Briefing Room" to listen to the day's briefing with White House Press Secretary Ari Fleischer on the official Web site of the White House.

➤ <http://www.whitehouse.gov/news/briefings/>

**Press Briefings by Date**

Archives of press briefings and gaggles.

➤ [http://www.bls.gov/k12/html/edu\\_over.htm](http://www.bls.gov/k12/html/edu_over.htm)

**Bureau of Labor Statistics Career Information**

Jobs for kids who like music/arts, science, P.E./outdoors, social studies, reading, math. Under each of these categories are a variety of jobs for which job description, pay, preparation and "the future" are given.

➤ <http://www.cew.wisc.edu/cew/catalog/elembro/07MiddleSchoolTwo.html>

**Center on Education and Work**

Activities and resources for middle school students

➤ <http://www.internet4classrooms.com/career.htm>

**Butcher, Baker, Candlestick Maker ... what will my next career be?**

Team activity to do a career evaluation. Many online resources as well as lesson plans.

➤ <http://www.whitehouse.gov/kids/presidentsday/>

**The White House for Kids**

Download pages to color, take a tour of the White House led by Spotty or Barney, and read presidential biographies prepared by Abingdon Elementary School students in Arlington, Va. Quizzes for kids and resources for teachers also provided.



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Meet the Press

On many days, current White House Press Secretary Ari Fleischer meets with reporters twice, once in the morning and once in the early afternoon.

The first meeting is called the gaggle. No one is quite sure how it came to be called that, but many people say that reporters asking questions sound a lot like a gaggle of geese.

For a long time, this was an informal meeting with about a dozen reporters in the press secretary's office. But after the terror attacks of Sept. 11, 2001, there were so many reporters with so many questions, the meeting moved to the "briefing room" of the White House. That room has 48 seats with nameplates for the different news organizations (such as The Washington Post, New York Times, CNN, CBS News).

Fleischer says he misses the informal meeting and tries to keep the gaggle from being too stiff. "I don't wear a jacket to the gaggle and I try to joke around a lot. So do some of the reporters."

The gaggle is a way for the press secretary to get a sense of what is on reporters' minds on a given day. It also is a bit of a practice session for the afternoon briefing, which is televised most days by CNN and other networks.

### THE PRESS SECRETARY

James Buchanan was the first president to have a press secretary. The job of the press secretary is to tell the news, but some press secretaries make news.

#### Dee Dee Myers

The only female press secretary. She worked for President Bill Clinton during his first term.

#### James Brady

President Ronald Reagan's press secretary was shot and critically injured during a March 1981 attempt to kill the president. On Feb. 11, 2000, President Clinton officially named the White House Press Briefing Room the "James S. Brady Press Briefing Room" in Brady's honor. A plaque honoring him for his service as White House Press Secretary now hangs in the room.

#### Ron Ziegler

Richard Nixon's spokesman called the infamous Watergate break-in a "third-rate burglary," when, in truth, men who worked for the Nixon administration committed the crime. The Watergate scandal eventually forced Nixon to resign.

#### Jody Powell

President Jimmy Carter's press secretary admitted lying to a reporter when asked if there was going to be a mission to rescue American hostages being held in Iran.

## Get To Know Them

➤ <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A8079-2003Mar10.html>

### Meet the Press Secretary

Learn more about Ari Fleischer

➤ <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A8080-2003Mar10.html>

### The Office

What can you find in Ari Fleischer's office?

➤ <http://www.whitehouse.gov/history/life/#>

### Life in the White House

In celebration of the 100th anniversary of the White House, the history of the White House and West Wing is presented. Also click on Press Room for Real Player viewing.

➤ <http://www.washingtonpost.com/wp-dyn/education/kidspost/nie/A55972-2003Feb23.html>

### Nixon's Quiet Spokesman: Ron Ziegler Could Have Written a Book, but Didn't

An appreciation on the death of Ziegler in Feb. 2003

➤ [www.historychannel.com](http://www.historychannel.com).

### History Channel

Several archived speeches of White House press secretaries Pierre Salinger and Marline Fitzwater.

NAME \_\_\_\_\_

# Classified: Jobs for Me

1. I like to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (for example: play video games,

the piano or pick-up basketball) for fun.

2. Which is true?

- a. I like to play alone.
- b. I like to play with a few friends.
- c. I like to play with a large group.

3. My favorite subjects in school are

4. I plan/don't plan to graduate from high school because

5. I plan/don't plan to go to college because

6. I have/have never been paid for work that I have done.

- a. My first job was \_\_\_\_\_.
- b. I did/did not enjoy it because

7. I think being a \_\_\_\_\_ is a cool job because

8. Of the people I know, \_\_\_\_\_ has the best job.

- a. He/she is a \_\_\_\_\_.
- b. I think it is a great job because

9. I want to be a \_\_\_\_\_ because



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Census Counts

<b>People QuickFacts</b>	<b>D.C.</b>	<b>Md.</b>	<b>Va.</b>	<b>USA</b>
Population, 2000	572,059	5,296,486	7,078,515	281,421,906
Persons under 18 years old, percent, 2000	20.1%	25.6%	24.6%	25.7%
Persons under 5 years old, percent, 2000	5.7%	6.7%	6.5%	6.8%
<b>Business QuickFacts</b>				
Retail sales, 1997 (\$1000)	2,788,831	46,428,206	62,569,924	2,460,886,012
Retail sales per capita, 1997	\$5,274	\$9,116	\$9,293	\$9,190
Minority-owned firms, percent of total, 1997	33.6%	20.6%	14.9%	14.6%
Women-owned firms, percent of total, 1997	30.9%	28.9%	27.5%	26.0%
<b>Geography QuickFacts</b>				
Land area, 2000 (square miles)	61	9,774	39,594	3,537,438
Persons per square mile, 2000	9,316.4	541.9	178.8	79.6
<b>Selected Counties and City—Population</b>				
Charles County, Maryland		120,546		
Montgomery County, Maryland		873,341		
Prince George's County, Maryland		801,515		
Somerset County, Maryland		24,747		
Arlington County			189,453	
Amherst County			31,894	
Fairfax County			969,749	
Virginia Beach City			425,257	

Source: U.S. Census Bureau



## We Are in the Numbers

---

*The following questions are based upon the 2000 U.S. census figures released by the U.S. Census Bureau. Use Census Counts for data. Write your answers and present your charts and graphs on your own paper.*

1. What percent of the U.S. population lived in Washington, D.C.?
2. Did more people live in Maryland or Virginia? By how many more?
3. Which of the four counties listed in Maryland was the most populous?
4. What percent of Maryland's population lived in Somerset County?
5. What percent of firms in the U.S. in 1997 were minority-owned?
6. How many more people lived in Charles County than in Amherst County?
7. Which is the most populated county in Virginia?
8. What percent of the U.S. population lived in D.C., Maryland and Virginia?
9. Is the per capita retail sales in D.C., Maryland and Virginia higher than the national per capita retail sales?
10. Which jurisdiction has the largest percentage of women-owned firms? Is it greater or less than the national percentage?
11. If percentages remain consistent, in 8 years will D.C., Maryland and Virginia have the most potential KidsPost readers?
12. If you were an advertiser of products aimed for the 13- to 18-year-old market, given the data available, would you focus on D.C., Maryland and Virginia? Which data did you use to come to this conclusion?
13. Prepare a graph that represents the density of population in Maryland and Virginia and the U.S. What would happen to your graph if you were required to add D.C. data?
14. Prepare a pie chart that compares the populations of D.C., Maryland and Virginia.
15. Prepare a bar graph that presents the populations of the four jurisdictions in Maryland and Virginia and D.C.



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## Jobs Reveal a Community

You can learn about a country or community by the jobs its people do. Climate, condition of soil, natural resources and vegetation can influence occupations. Is the community primarily agricultural—also known as an agrarian—society? Have factories and manufacturing become part of the economy? Are people employed primarily in one occupation or does the society have a variety of industrial and service jobs? Are most people in the military? Does the country have lush vegetation which bring tourists and jobs to protect it?

1. What do you know about the community that has many people employed as:
  - a. Agricultural inspector, animal breeder and farm worker?
  - b. Faller, fisher, trapper, game warden?
  - c. Aircraft launch and recovery specialist, artillery and missile officer, radar technician?
  - d. Animator, illustrator, graphic designer
  - e. Gaming surveillance, security guard, fire inspector

2. According to Forbes magazine, the richest people in the world in 2003 are William H. Gates, III (Microsoft cofounder), Warren E. Buffet (investments), Karl and Theo Albrecht (supermarkets in Germany and 10 other countries; includes Trader Joe's and Albersons), Paul G. Allen (Microsoft cofounder), Prince Alwaleed Bin Talal Alsaud (investments, Saudi Arabia, U.S. educated), Lawrence J. Ellison (founder of Oracle), four members of the Walton family (widow and children of Wal-Mart founder) and Steven Ballmer (Microsoft chief executive). In what businesses have these individuals made their fortunes? How do they reflect life in this century?

- a. In what businesses have these individuals made their fortunes?
- b. How do they reflect life in this century?

3. In 1918, the first year that Forbes compiled the list, John D. Rockefeller was top of the list of the wealthiest Americans. With an estimated wealth of over one billion, his daily income was estimated to be \$2.7 million. H.C.

Frick, "coke king and steel magnate," was second on the list with a wealth computed to be \$225 million, yielding an income of \$11.25 million. Andrew Carnegie, steel magnate, had given away \$200 million and retained more than that amount. Next came George F. Baker, banking and finance, and William Rockefeller, oil. Edward and Charles Harkness, Standard Oil; then J. Ogden Armour, food products. Henry Ford and W.K. Vanderbilt were next on the list. Mrs. E. H. Harriman was the country's richest woman at \$80 million per year.

- a. In what businesses have these individuals made their fortunes?
- b. How would you compare the America of 1918 to 2000 based on the wealthiest individuals?

4. Look in the classified ads of The Washington Post. How many and what kind of jobs are available? What do they reveal about the kind of work people do in the metropolitan area?





## An Integrated Curriculum For The Washington Post Newspaper In Education Program

## What Do Stars Make?

So you want to be a professional athlete, a rock or movie star. Here are the 2002 salaries of high profile individuals as provided by Forbes.com. What is true for most people who enter the professions? Read the numbers and information provided by the Bureau of Labor Statistics.

### ► Rock Star

U2, \$69 million

Mariah Carey, \$58 million

N Sync, \$42.3 million

Britney Spears, \$39.2 million

Earnings depend on how popular a performer is. Half of all musicians earned between \$19,590 and \$59,330 a year in 2000. The lowest 10 percent earned less than \$13,250. The highest 10 percent made more than \$88,640. But musicians often have to hold down other jobs (known as “day jobs”) while they’re building up their careers.

### ► Professional Athlete

Tiger Woods, \$69 million

Martina Hingis, \$11 million

Venus Williams, \$10 million

Tennis players were the highest-paid female athletes (including endorsements) in 2000, according to Forbes Magazine. Tiger Woods earns \$62 million per year from endorsements. At his earnings pace, he could earn \$1 billion before he is 35 years old.

Median annual earnings of athletes were \$32,700 in 2000. The lowest 10 percent earned less than \$12,630, but more than 25 percent earned \$145,600 or more annually.

Pay for professional athletes varies with the sport. Jockeys, for example,

may get a part of the purse or a set fee. Stock car drivers may earn several hundred thousand dollars for a race. Boxers can earn millions of dollars for a fight, and baseball, football, and basketball players may earn millions a year if they are superstars. Tennis players and golfers usually get paid according to how well they play compared to other players. It is only the star professional, however, who earns the “big” money. Those in the “minors” earn very little.

### ► Author

Stephen King, \$52.4 million

Tom Clancy, \$47.8 million

J.K. Rowling, \$41.8 million

Half of all writers and authors earned between \$29,090 and \$57,330 a year in 2000. The lowest 10 percent earned less than \$20,290. The highest 10 percent earned more than \$81,370 a year.

### ► Filmmaker, Television

George Lucas, \$ 200 million

Oprah Winfrey, \$150 million

### ► Actors

Tom Hanks, \$45 million

Mary-Kate Olsen and Ashley Olsen, \$7.5 million each

### ► Starting salaries for graduates

Compare the average salary of a profession in which you are interested with one of the ones listed.

Computer engineer, \$51, 137

Accountant, \$39,961

Nurse, \$37,803

Historian, \$30,395

English teacher, \$28,438

Visual artist, \$27,575

## An Integrated Curriculum For The Washington Post Newspaper In Education Program

# White House Terms

*If you are one of the many people who work at the White House, or read about it, you have a special vocabulary. You know that the president's cabinet is composed of people and is not a place to store medicine and toothpaste. You know when the White House "said," such-and-such, it was the press secretary who did the talking. Here are a few terms that you may read in the newspaper or hear people discussing.*

### Air Force One

When the President is aboard one of two special Boeing 747-200B series aircraft, or any other Air Force aircraft, the radio call sign is "Air Force One." Providing air transportation for the president and his staff began in 1944 when President Franklin D. Roosevelt called for the creation of the Presidential Pilot Offices.

### Briefing and Gaggle

The White House press secretary meets twice a day with the media. The informal morning meeting is called a "gaggle." The formal afternoon briefing is often televised.

### Camp David

President Franklin Delano Roosevelt called it "Shangri-La" when he established a presidential retreat. President Dwight Eisenhower renamed it Camp David, the name of his grandson. The retreat is located in Maryland's Catocin Mountains.

### The East Wing

When the White House was open for visitors, they would enter through the East Wing. The First Lady and her staff have offices here. A few lucky people can join the President in the theater located in this wing.

### Marine One

When the President is on board one of the HMX-1 Marine helicopters, the call sign is "Marine One." HMX-1 was established in December 1947 to test and evaluate helicopters and tactics.



Carrying President Bill Clinton, Air Force One flies above Mount Rushmore in South Dakota.

### Source

A White House reporter may indicate that the White House press secretary provided information. Sometimes someone who works at the White House will agree to talk to a reporter but won't let his or her name be used. The reporter might describe that person as "a White House source" or "a White House official." Sometimes you'll see a source identified as a "senior White House official." That means that the person talking to the reporter has a very important job in the White House and might even be a member of the president's cabinet.

### West Wing

Our first presidents had to live and work in the same area. Thomas Jefferson proposed one-story extensions to the original White House. They were built but were used for household needs. Presidents Buchanan, Cleveland and McKinley all knew they needed

office space. In 1902 President Teddy Roosevelt moved the presidential offices in a new West Wing. The Oval Office, offices of the president's executive staff, Cabinet Room, Roosevelt Room and James S. Brady Press Briefing Room are in the West Wing.

### White House

George Washington oversaw construction of a residence and office for the president, but John Adams was president when the White House was completed and ready for occupancy in 1800. It was called the "President's Palace," the "President's House" and the "Executive Mansion" before President Theodore Roosevelt gave it the official name of White House in 1901. There are 132 rooms, 28 fireplaces and six levels in the Residence. The First Lady and President can play tennis, jog, swim, bowl or watch a movie without leaving the White House.



## An Integrated Curriculum For The Washington Post Newspaper In Education Program

**Academic Content Standards** (The main lesson addresses these academic content standards.)

*This lesson addresses academic content standards of Maryland, Virginia and the District of Columbia. Among those that apply are:*

**Maryland***Social Studies*

Economics (4.0): Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. PreK-3—In the context of home, school, and community students are able to give examples of specialized work that people do in a community.

Maryland up to contemporary times and United States history through 1790, Grades 4-5: Students are able to explain how specialized work results in interdependence, trade, and economic growth.

United States History through 1877, World History through the Middle Ages, and Contemporary World Geography, Grades 6-8: Students are able to analyze the relationship between availability of natural, capital, and human resources, and the production of goods and services; Analyze the impact of technological change (factories, machinery, transportation, communication, new technology) and resource use in promoting economic growth.

A complete list of State Content Standards of Maryland can be found at <http://www.mdk12.org/mspp/standards/>.

**Virginia***History and Social Studies*

Civics and Economics, Grade 7, 7.9 The student will demonstrate an understanding of the rights and responsibilities of citizens in America by analyzing career opportunities, in terms of individual abilities, skills and education, and the changing supply and demand for those skills in the economy.

**CE.12** The student will demonstrate knowledge of career opportunities by

- Identifying talents, interests, and aspirations that influence career choice;
- Identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- Identifying skills and education that careers require;
- Examining the impact of technological change on career opportunities.

A complete list of Standards of Learning of Virginia can be found on the Web at <http://www.pen.k12.va.us/>.

**Washington, D.C.***History*

Social Diversity and Social Change, Content Standard 4: Students understand how the origins, evolution and diversity of societies, social classes and groups have been affected and changed by forces of geography, ideology and economics. By the end of Grade 5, the student will examine how individuals and groups value types of work.

Scientific, Technological and Economic Change, Content Standard 3: Students recognize scientific, technological and economic changes and understand how they have affected societies, culture and politics throughout history. By the end of Grade 3, the student will identify the various institutions that make up economic systems such as households, workers, banks, labor unions, etc. By the end of Grade 8, the student will explain the differences between private and public goods and services, and specialization in the economic process.

A complete list of Standards for Teaching and Learning of the District of Columbia Public Schools can be found at <http://www.k12.dc.us>.