| Modern Jobs/Ancient Roles Network Lesson | | | | |
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| **Resources**   * Example modern jobs network * Example modern jobs and ancient roles network | | **Learning Target/Goal**  I can analyze and compare early  civilizations using a list of  characteristics. | **Standards**  Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.([Alabama Standards, 8th grade, World History to 1500](https://www.alabamaachieves.org/wp-content/uploads/2021/03/2010-Alabama-Social-Studies-Course-of-Study.pdf)) | |
| **Lesson Background:** In this 8th grade World History lesson, students will brainstorm jobs in their community. They will then build a network of jobs in their community that shows (1) classification of jobs and (2) connections among jobs. Next students will add roles from Ancient cultures allowing students to see similarities and differences among modern jobs and ancient roles. | | | | |
| Lesson Plan | | | | |
| **Part One - Modern Jobs** | | | | |
| **Before** | * Ask students to list as many jobs for the adults in their family/community that they can think of. * Students share responses to the whole class | | | |
| **During** | * Introduce data visualizations if students are not yet familiar with Net.Create * Explain that the network students will be making today will show different kinds of jobs in the modern world and how they relate to each other. In future lessons, students will add in jobs from Ancient cultures and compare modern jobs with ancient roles. * Put students In groups of 2-3, and have them:   + Select one person to enter data into the network   + Add 3-5 nodes, one for each job a group member listed   + Add node attributes by providing a description of the role and the perceived classification (1-5, 1=highest respect, 5=lowest respect)   + Select Modern Times as node type   + Connect to other jobs. When creating edges, choose the type of edge based on the way the two jobs connect to each other: relies on, works with, is similar to, works for * Have students briefly analyze the network they built. Suggested prompts:   + What are you noticing about the network?   + Which jobs have the most connections?   + Which jobs have the fewest connections?   + What patterns do you see in how jobs are connected?   + Do you see anything you disagree with? Explain. * Show studentsTable view and continue analysis. Suggested prompts:   + What can you see here that you couldn’t see in the network?   + NODES table - Sort by perceived classification   + EDGES table - Sort by different kinds of relationships   + REDUCE - Remove different roles to see how that affects the network   + What patterns do you see in how jobs are connected?   + Do you see anything you disagree with? Explain. | | | |
| **After** | Suggested prompts for an exit ticket or concluding discussion:   * Did seeing a network of modern jobs make you think differently about jobs in your community? Explain your answer. * Which node is closest to the type of job you’d like to have as an adult? How many nodes is that job connected to? What does that tell you about that job? * Are there any jobs you would or wouldn’t consider based on what you see in the network? | | | |
| **Part Two - Ancient Roles** | | | | |
| **Before** | Provide instruction on roles in an ancient culture (ex: Mesopotamia, Ancient India, Ancient China, Ancient Egypt). Students will need to be familiar with what roles were called, what these roles consisted of, how these roles were perceived by society at the time, and how the roles were interconnected. | | | |
| **During** | * Explain that students will be adding onto their Modern Jobs network by adding roles from Ancient cultures. Students will explore how modern jobs are related to, are similar, and are different from ancient roles. * Put students In groups of 2-3, and assign each a role from the ancient culture you are studying. Students then:   + Select one person to enter data into the network   + Add a node for the role assigned to them.   + Add node attributes by providing a description of the role and the perceived classification   + Select the type of ancient culture as the node type   + Add node attributes by providing a description of the role and the perceived classification (1-5, 1=highest respect, 5=lowest respect)   + Connect to other roles and modern jobs. When creating edges, choose the type of edge based on the way the two jobs/roles connect to each other: relies on, works with, is similar to, works for * Have students briefly analyze how the network has changed. Suggested prompts:   + What are you noticing about the network?   + Which jobs/roles have the most connections?   + Which jobs/roles have the fewest connections?   + What patterns do you see in how jobs/roles are connected?   + Do you see anything you disagree with? Explain. * Show studentsTable view and continue analysis. Suggested prompts:   + What can you see here that you couldn’t see in the network?   + NODES table - Sort by perceived classification   + EDGES table - Sort by different kinds of relationships   + REDUCE - Remove different roles to see how that affects the network   + What patterns do you see in how jobs are connected?   + Do you see anything you disagree with? Explain. | | | |
| **After** | Suggested prompts for an exit ticket or concluding discussion:   * Did seeing a network of modern jobs and ancient roles together make you think differently about these jobs or roles? Explain your thinking. * If you lived in this ancient culture, what type of role would you have wanted to have? Why? * Are there any other roles you would or wouldn’t consider based on what you see in the network? | | | |