

TEMPLATE FOR Compare and Contrast Note-taking LESSON

The ability to listen and take notes is essential to success in high school and college. Use this lesson template with Marketplace Money’s [A Day in the Work Life](#) webpage to quickly create a lesson that helps develop your student’s listening and note-taking skills (as well as introduce them to different perspectives on work and life). The included Venn diagram may be used as a scaffolding tool to help your student listen for specific information.

In this activity, students will employ listening skills to take notes on two audio clips and then compare the information with their own experience. An optional final product is a concise paragraph, summarizing the similarities and differences between the interviewee and student’s own perspectives on work.

Estimated Time:

Two 25-minute blocks of time (may be concurrent) plus 10 – 15 minutes of initial prep.

Materials:

- Computer with Internet connection and classroom speakers.
- [Real Audio Player 8.0](#) or higher
- Blackboard/whiteboard or overhead projector.

Optional:

- Copies of the attached Venn diagrams to assist in note taking and comparing.


Objectives for Middle and High School Students:

- Students will practice using a visual organizer for note taking.
- Students will practice listening skills as they compare and contrast two audio clips.
- Students will compare their own personality and interests with those of an interviewee.
- Optional: Students will summarize their notes in a concise paragraph.

Correlations with Minnesota Graduation Standards

Grade	Subject	Strand	Sub-Strand	Standard	Benchmark
4-8	Social Studies	Economics	The Market Economy	<i>Understand business organizations</i>	<i>Identify, compare, and contrast various industries and the occupations related to them.</i>
6	Language Arts	Speaking, Listening & Viewing	Speaking and Listening	<i>The student will demonstrate understanding and communicate effectively through listening...</i>	<i>3. Actively listen and comprehend messages.</i>
7	Language Arts	Speaking, Listening & Viewing	Speaking and Listening	<i>The student will demonstrate understanding and communicate effectively through listening...</i>	<i>5. Follow a speaker's presentation and represent it in notes.</i>
8	Language Arts	Speaking, Listening & Viewing	Speaking and Listening	<i>The student will demonstrate understanding and communicate effectively through listening...</i>	<i>2. Actively listen and comprehend messages. 5. Follow a speaker's presentation and represent it in notes.</i>
9 - 12	Social Studies	Economics	The Market Economy	<i>Understand business organizations</i>	<i>Identify, compare, and contrast various industries and the occupations related to them.</i>
9 – 12	Language Arts	Speaking, Listening & Viewing	Media Literacy	<i>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</i>	<i>8. Formulate critical, evaluative questions relevant to a print or non-print selection.</i>

PREP: Estimated time: 10 – 15 minutes

- 1) Access the Marketplace Money “A Day in the Work Life” webpage - http://marketplacemoney.publicradio.org/collections/special/2004/day_in_the_work_life/
- 2) Browse the stories and identify a few that might be interesting to your class. NOTE: Most clips run 3 – 5 minutes.
- 3) Click the link to a story’s webpage and then the  icon or the [Listen to this story](#) link to launch and load the Real Audio Player with the audio clip. NOTE: To quickly access an interview’s webpage during the instructional time, consider making a bookmark for each one you plan on using.
- 4) Preview a clip, checking that your speaker volume is high enough to reach all corners of your classroom.
- 5) While listening to the audio clip, practice using the Venn diagram to take notes.
- 6) Optional: Listen to each clip again and identify key vocabulary words your students might need help understanding.
- 7) Optional: Print off and make copies of the note-taking Venn diagram (if using).

INSTRUCTION: Estimated time: 50 minutes (may be broken up into two 25-minute clips).

- 1) Brainstorm as a class what (along with money) makes a job worth doing and satisfying.
- 2) As you distribute the Venn diagram, explain to your class that they’ll be listening to two interviews about people and the work they do. Their task is to compare and contrast the jobs as well as the reasons the interviewees give for deciding to work in their chosen jobs.
- 3) Explain that Venn diagrams are tools for comparing and contrasting two or more things, like jobs. Using the transparency or Venn diagram drawn on the board, demonstrate where to take notes for differences (the outside of each circle) and similarities (where the circles intersect).
- 4) Play the first interview. At the end of the clip, review the Venn diagram transparency. Have students decide which questions can be answered from what they listened to. That will be the information they’ll be listening for. Play audio clip again, this time encouraging them to take notes as they listen.
- 5) Giving students some time, have them fill in what they can recall from the first audio clip. Demonstrate how to use the lines to keep notes organized in the Venn diagram.
- 6) Ask students to switch their papers with a partner and direct partners to review each other’s notes.
- 7) After giving an appropriate amount of time for partners to correct/complete their partner’s papers, ask the papers to be returned to the original student.
- 8) Solicit notes to add to the class Venn diagram.
- 9) Give students a few moments to review any additions or corrections to their work.

_____ Start of Session 2 _____

- 10) Remind students of the information that they’re trying to listen for (from step 4). Direct them to the second part of the Venn diagram and prepare them to take notes on the second audio clip.
- 11) Play second interview, encouraging your students to take notes on the Venn diagram as they listen.
- 12) After an appropriate amount of time has passed since the audio clip ended, solicit notes to add to the class diagram.
- 13) Discuss, as a class, the two jobs and people interviewed. Did both people have the same motivation? Why was each job a “good fit” for the people interviewed? What was it about each person’s personality and perspective that allowed them to be successful in their job? What jobs might fit the personalities and motivations of your students?
- 14) Using a second Venn diagram, model how to compare yourself to one of the interviewees.
- 15) Assign your students to pick and compare themselves to one of the interviewees in a similar fashion.
- 16) If time allows, have your students summarize their comparison by writing whether the interviewee’s job would be a good fit for them.

EXTENSIONS, ACCOMODATIONS, & ALTERNATIVES:

- 1) Vocabulary Building: After playing the audio clips, review the vocabulary words. Coax students to figure out the meaning of each word by thinking about how it was used in the audio clip.
- 2) Resume for a summer internship: Repeat the above lesson several times during the year and collect students' summaries from each time. At the end of the year, have your students review their summaries and decide if they've remained the same or changed during the year. What jobs appealed to them throughout the year? Do they still appeal to them? Why or why not? Would they like to try out one of the jobs for a month or two? Students use their year's worth of notes and the resume guide in "Featured Resources" (http://www.mrs.umn.edu/services/career/job_search_skills/resume.php) to write a resume with the objective of securing an internship in a chosen profession.
- 3) For students who may be interested in finding out more about a particular career, [Junior Achievement of the Upper Midwest](http://www.jaum.org) (<http://www.jaum.org>) runs a [job shadow program](http://www.jobshadow.org) (<http://www.jobshadow.org>) for middle and high school students.

Name: _____ Date: _____ Time: _____

Compare and contrast: Why do people do the jobs they do?

Questions	JOB: _____	
	S A M E	
<input type="checkbox"/> Why or how did the person decide to work in this job?	D I F F E R E N T	D I F F E R E N T
<input type="checkbox"/> What keeps the person working in the job?		
Pick One:		
<input type="checkbox"/> What downsides/pitfalls does the work have?		
<input type="checkbox"/> How much does the job pay? Is this a fair amount?		
Pick One:		
<input type="checkbox"/> What skills or type of personality does someone need to do the job well?		
<input type="checkbox"/> How does the work affect the public or community?		
	JOB: _____	

Name: _____ Date: _____ Time: _____

Pick one of the interviewees and compare yourself to that person. Think about the job the person does. Would you want that job? Why?

List how you are similar and different from the person interviewed.

INTERVIEWEE & JOB: _____		
D I F F E R E N T	S A M E	D I F F E R E N T
Myself		

Compare yourself. Would this job be right for you? Why or why not?
