INTRODUCTION TO THE UNIT

Owney and his relationship with postal workers provide the foundation for this unit, particularly the idea that both people and animals can have jobs. Students may not have prior knowledge about this topic so read alouds are incorporated and a list of suggested books is provided to offer foundational knowledge. This interdisciplinary unit supports second grade teaching and includes the areas of language arts, math, science and social studies, with opportunities for artistic and technological enrichment. Students will be assessed during and at the end of the unit through several worksheets, group KWL charts and final written assignment.

JOBS :: LESSONS

1 students will learn that people have jobs throughout the community. Students will identify specialized workers, specifically the different jobs of postal workers.

2 students will learn that animals have jobs in the community, just as humans do. Students will name jobs animals have and compare and contrast them with human jobs.
3 students will explore jobs that animals can have and understand the things that all animals, whether working or not, need to survive.

4 students will understand that places can be classified as urban and rural and compare and contrast the two in relation to work and animals.

5 students will identify natural, human and capital resources and explain how they are used within the post office, as well as sort and represent them in a graph.

ESSENTIAL QUESTIONS

1. What jobs needed to be done in Owney’s time for the post office and how did he help?

2. What important role do humans and animals play in the community work force?

3. What is the difference between urban and rural?

4. What are the three types of resources, why are they important to the postal system and how are they used?

Supporting Standards of Learning are available at: http://www.postalmuseum.si.edu/owneycurriculum/Owney_SOLs.pdf

DID YOU KNOW!

Owney travelled so much and visited so many post offices that the press claimed he’d been to more of them than any single postal worker.

TEACHER RESOURCES

Books
- A Lucky Dog: Owney, U.S. Rail Mail Mascot by Dirk Wales
- Animals at Work by Liz Palika and Katherine A. Miller
- Delivering Your Mail: A book about mail carriers by Ann Owen
- The Post Office Book: The Mail and how it moves by Gail Gibbons
- The Tortilla Factory by Gary and Ruth Paulsen
- Tales from the Rails e-Book by Jerry Rees and Stephen Michael Schwartz
Lesson Duration: 60 minute lesson. Two 30 minute lessons are suggested.

Objective
Students will be able to understand that workers are human resources used to produce goods and services. Students will identify specialized workers, like postal workers, within a community.

Key points
• People have jobs throughout a community.
• Postal workers have a variety of jobs.

Assessment
• Students will discuss specialized workers within the community and create a list of their duties.
• Before and after the read aloud, students will describe some jobs humans do and goods/services they provide.
• Students will complete the Learn portion of the KWL on different responsibilities of postal workers.

Opening
• Create a list of community workers with students on chart paper or electronic whiteboard.
• After creating a list of community workers, begin to talk about jobs of postal workers. Pose questions regarding the Postal Service to get an idea of students’ prior knowledge.
Guided Practice

- KWL chart: about postal jobs. Create the K/W sections.
- Read aloud The Post Office Book.
- Ask comprehension questions as you see fit.

Independent Practice

- After the read aloud, have students give information they learned and fill in the L portion of the KWL.
- Ask questions as you see fit.

Differentiation: During the independent practice portion of this lesson provide the students a copy of the KWL chart with the K and W completed. This will help them fill out the L portion in a timelier manner. The book by Gail Gibbons should be available to the students to check for what they learned.

Closing

Compare and contrast the jobs of postal workers with that of the other community workers on the list.

How are they the same?
How are they different?

Materials

- The Post Office Book: The Mail and how it moves by Gibbons
- Chart paper/electronic white board
- Writing utensil
- KWL worksheet [Link to worksheet]

http://www.postalmuseum.si.edu/owneycurriculum/worksheets.html
LESSON DURATION

UNIT 2 :: JOBS

LESSON 2 :: OWNEY’S WORK FOR THE POST OFFICE

Lesson Duration: 45 minutes.

Objective
Students will be able to understand that animals contribute to society and have jobs. Students will be able to compare and contrast the jobs Owney did with that of human postal workers.

Key points
Animals have jobs in the community and contribute, just as humans do.

Assessment
• Through group discussion, students will be able to name jobs animals have in society.
• After the read aloud students will compare and contrast Owney’s work vs. a human worker by completing a Venn diagram.

Opening
• Ask questions regarding animals, pets, and jobs animals might have. List jobs named by the students name on board.
• Explain that the class will be reading about a special dog that helped the postal system protect the mail. Explain that his name was Owney and he lived over 100 years ago.
Guided Practice

- Read aloud A Lucky Dog: Owney, U.S. Rail Mail Mascot or Tales from the Rails e-Book
- Ask comprehension questions as needed.

Independent Practice

After the read aloud create a Venn Diagram to list the jobs Owney did in comparison with the jobs of human postal workers. Include in the center the overlapping jobs such as: guarding the mail, travelling with the mail, and being a team player.

Differentiation: During guided practice, check with students to keep their interest and check on their understanding. Having the students make connections between The Post Office Book and A Lucky Dog will help them fill out the Venn Diagram. Provide a Venn Diagram that has been labeled with “Owney the Dog” and “Postal Worker.”

Closing

- Discuss the similarities and differences of Owney’s work and the work of human postal workers.
- What might Owney be doing for the Postal Service if he were working today?

Materials

- A Lucky Dog: Owney, U.S. Rail Mail Mascot by Wales
- Tales from the Rails e-Book by Rees and Schwartz
- Venn Diagram worksheet http://www.postalmuseum.si.edu/owneycurriculum/worksheets.html
- chart paper/electronic white board
Lesson Duration: Two 45 minute lessons.

Objective
Students will be able to name things all animals need to survive and explain and illustrate a job an animal can do. Students will compare and contrast Owney’s needs and jobs with those of other animals.

Key points
• To identify the things animals need to do to survive.
• To further understand and explore different jobs that animals can have.

Assessment
• Students will discuss the items all living things need.
• Using a Venn Diagram, students will identify the similarities and differences listed between companion animals and working animals.
• After learning more about working animals, students will have the opportunity to write and illustrate a job they think an animal should or could have.

Opening
• Explain that you will be reading more about animals who have special jobs. Have students name some things that all animals need whether they are a companion animal or a working animal.
• List items students name on chart paper or electronic whiteboard.
• Discuss pet ownership/responsibilities such as caring for a pet.
• List items the students name.
Guided Practice ❖
Read aloud Animals at Work.

Independent Practice ❖
• After the read aloud create a Venn Diagram to compare the jobs Owney did with the jobs of different animal workers.

• Explain that now it’s the student’s task to think of an animal and come up with a job for it. It could be a pet or another type of animal. Take some time, think about it and then draw a picture of the animal doing its job and write five to ten sentences describing the job and how the animal does it.

Differentiation: During the guided practice create a Venn Diagram with the labels Owney and Real Work Dog already written on the sheet. During Independent practice provide books at the appropriate reading level that have several examples of real working dogs. Have the students select an animal that has a job and draw a picture. Depending on the writing skills of your student reduce the required sentences or provide a graphic organizer to aid in writing the paragraph.

Closing ❖
Bring students back together to pair/share illustrations and explanations of the job.

Materials
• Animals at Work by Palika and Miller
• Chart paper/electronic white board
• White paper and writing utensils: crayons, markers, colored pencils
• Venn Diagram worksheet http://www.postalmuseum.si.edu/owneycurriculum/worksheets.html
LESSON DURATION

UNIT 2 :: JOBS

LESSON 4 :: CITY AND COUNTRY COMMUNITY WORKERS

Lesson Duration: 2 hours broken up over 4 class periods—30 min for read aloud, two 30 min periods to work on project, 30 min for a short explanation from each pair. Please note, this project aligns closely with maps, Lesson 4 (p.16).

Objective
Students will understand differences between city and country life and will be able to compare and contrast characteristics of rural and urban settings.

Key points
To understand that places can be classified as urban and rural.

Assessment
• Creating a T-chart will help students visually see the differences between urban and rural life.
• Students will work with a partner to create a collage or computer presentation that uses images. The collage will illustrate the job of working for the Postal Service in the city or the country.

Opening
• In this lesson students will learn about the differences and similarities between rural and urban settings.
• Introduce the book: The U.S. Mail
• Ask questions to gauge student knowledge of rural vs. urban settings
• Use students’ answers to create a T-chart to compare the similarities and differences students think of between the city and the country.
Guided Practice

• Read excerpts from *The U.S. Mail* by Elaine A. Kule
• Chapter 2 “The Mail Trail”
• Chapter 5 “Rural Free Delivery and Air Mail”
• For more information on rural mail read excerpts (chapters 1, 2 and 4) from the story *Snowshoe Thompson* or use during guided reading.
• After reading the story pose questions dealing with . . .
  – How Postal workers’ jobs are different in rural and urban areas?
  – What are some of the duties?
  – How does the place change the jobs?

Independent Practice

• After the read aloud students will be partnered up to complete an activity.
• Partners will be given a location from Owney’s travels (See Owney’s Online map: www.npm.si.edu/owneycurriculum/#maps): urban or rural. From that location the partners must create a collage from newspapers and magazines representing what it would be like to work as a postal worker in the city or in the country.
• Students should include information such as neighborhoods, terrain, transportation and inhabitants (human and animal). Give at least two days for partners to complete the collage.

Differentiation: Provide a checklist that lists all the information that needs to be included in the collage and examples the students can easily refer to during this project. A set script for the presentation portion is very helpful for some students.

Closing

Once partners are finished each pair will have the opportunity to explain to the class which location they created and their reasoning for what was included in the collage. Students will explain the importance of the items they included and some pros and cons of working in that particular location.

Materials

• *The U.S. Mail* by Kule
• *Snowshoe Thompson* by Levinson
• Owney’s Online Map www.npm.si.edu/owneycurriculum/owney/#map
• Chart paper/electronic whiteboard
• T-chart worksheet http://www.npm.si.edu/owneycurriculum/worksheets.html
• Art paper, scissors, glue
• Magazines and newspapers or internet access and printer
• Computers with presentation software
• U.S. Collage Rubric http://www.postalmuseum.si.edu/owneycurriculum/Owney_Lessons_Rubric.pdf
Lesson Duration: Two 30 minute sessions.

Objective
Students will be able to define three types of resources (natural, human, and capital) and identify how they are used in the U.S. Postal Service today and mail systems of the past. Students will be able to classify, sort, and graph the resources.

Key points
• Resources can be natural, human and capital.
• Each of these types of resources can be used by the Postal Service to provide services in either rural or urban settings.

Assessment
• Students will be able to distinguish among the three types of resources and give a definition of each.
• Students will be able to sort the different resources used in the Postal Service.
• In groups, students will take the knowledge they have gained to sort and group the different types of resources and then put them in graph format.
**Opening**

- Have an example of each type of resource either on the board or physically in the front of the room. Prompt interpretive dialogue and give definitions.
- A natural resource is something that comes directly from the earth, such as soil, water, and sunlight. They are present without human intervention.
- A human resource is a person who produces goods or services—teachers, cooks, bakers, farmers, mechanics, and custodians.
- Capital resources are the tools or equipment used to create goods or services—computers, desks, chairs, hammers, and nails.

**Guided Practice**

- Read aloud a book, which covers natural resources such as *The Tortilla Factory*.
- Ask comprehension questions regarding the three types of resources and their use in the Postal Service.
- Have students come up with ideas of how the three types of resources are important to jobs of the Postal Service. Examples include trees for paper/envelopes and oil/coal to run trucks, planes and trains: natural resources; postal workers: human resources and mail trucks, and sorting machines: capital resources.

**Independent Practice**

After the read aloud and discussion students will be grouped together (groups of four) and will be given an envelope with pictures of different resources used in the Postal Service. It will be the job of the group to work together and sort the pictures into the proper groups: human, natural or capital resources. Give groups 10–15 minutes to sort the pictures.

**Differentiation:** Provide a chart listing human, capital and natural resources with a definition for each type. Depending on the type of learners participating, visual pictures to go with the definitions are often very effective.

**Closing**

Once groups are finished, reconvene as a class to discuss results and create a bar graph to represent the different resources used in the Postal Service.

**Materials**

- *Tortilla Factory* by Paulsen and Paulson
- Chart paper/electronic whiteboard to create graph
- Envelope with 12 different pictures: four human resources, four capital resources and four natural resources.