



## Hancock Lumber Lesson Plan

**PRE-TEACH:** Before you watch the video, write the company name on the board, ask students the following questions:

*How many of you have heard of Hancock Lumber?*

See how many raise their hands and mark that number down.

*How many of you know someone who works at Hancock Lumber?*

See how many raise their hands and mark that number down.

*How many of you know what Hancock Lumber makes/produces?*

See how many raise their hands and mark that number down.

*Out of the students who have heard of this company, can anyone describe:*

- A. what Hancock Lumber does
- B. what jobs it provides
- C. what benefits it offers
- D. what a career path could look like at Hancock Lumber

**VOCABULARY:** These are in the video and may be unfamiliar. Suggestions: preview vocabulary orally or in writing OR you can have students work in small groups and look up the definitions, share as a group before watching the video

**Global:** pertaining to the whole world; worldwide; universal

**Optimize:** to make as effective, perfect, or useful as possible

**Adversity:** a condition marked by misfortune, calamity or distress

**Grit:** courage; fortitude and stamina

**Boom Truck:** utility vehicle with an extendable arm mounted to a bed or roof

**CLASS DISCUSSION or WRITTEN RESPONSE (small group or individual):** Below are suggestions on how this curriculum may address some Common Core Standards. You may find other Common Core Standards to use.

**CCSS.ELA-LITERACY.CCRA.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCSS.ELA-LITERACY.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.



Questions are designed to address the three levels of thinking: Literal, Interpretive and Critical. Each question is labeled and followed.

**Literal** - (or “right there” answers) = **L**

**Interpretive** - (make an inference from the information given) = **I**

**Critical thinking** - (reflective and independent thinking) = **C**

**Sarah:**

What skills do you need to be good at customer service? **L**

Out of those skills, which ones do you have? **C**

According to Sarah, how do you deal with a customer who is dissatisfied or had a bad day? **L**

What about Sarah’s personality do you think makes her good at this? **I**

What is part of the hiring process? **L**

Why would this be important? **I**

**Matt:**

Matt had to do and learn a variety of things when he got hired. What were they? **L**

Matt did several things to prepare himself for the “real world.” Name as many as you can. **L**

What things have you done to prepare for the real world? **C**

Describe Matt’s career path to Hancock Lumber. Who did he get help from? **L**

**Corey:**

Why is driving the boom truck a huge responsibility? **I**

Corey mentions not being good in math, but he clearly has strong spatial skills, like understanding angles. What evidence is there of this? **I**

Describe Corey’s career path at Hancock Lumber. **L**

Would this be a good job or career for you? Why or why not? **C**

**All:**

From what you learned in their interviews, what evidence is there why each of them have motivation? **I**

After the whole group instruction, students should be instructed to dig deeper into at least one of the mentor’s stories by doing the next activity.



**INDIVIDUAL STORIES:**

Students: re-watch a mentor’s story and investigate the engagement panels. Document what you discover using the form below.

Mentor’s Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Training/Education required: \_\_\_\_\_

**Engagement panel 1:** What was it? \_\_\_\_\_

How might this resource be useful in “career planning” or “quality of life” for you?

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**Engagement panel 2:** What was it?

How might this resource be useful in “career planning” or “quality of life” for you?

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**Engagement panel 3:** What was it?

How might this resource be useful in “career planning” or “quality of life” for you?

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**Engagement panel 4:** What was it?

How might this resource be useful in “career planning” or “quality of life” for you?

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**Exit Summary:**

Why did you pick this mentor? After considering your learning style and personality, do you think/feel that this job would be a good match for you? Why or why not?

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**After the class has finished the activities related to A) the full-length video and discussion and B) the individual videos and engagement panels, please do the final activity to compare students' knowledge and understanding of this company, possible career paths, and how it might pertain to them.**

**FOLLOW-UP/ASSESSMENT (whole class, small group, or individual):**

Where is Hancock located? \_\_\_\_\_

What does Hancock produce? \_\_\_\_\_

What are some jobs/careers Hancock provides? \_\_\_\_\_

What are some benefits of working there? \_\_\_\_\_

What could a career path look like for you? \_\_\_\_\_

Does Hancock look like a desirable place to work to you? Why? \_\_\_\_\_

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### Level of Independence

How independent were you? 4=very, 3=mostly, 2=somewhat, 1=not

Self-rating:                    4      3      2      1

Comments: \_\_\_\_\_

Teacher rating:                4      3      2      1

Comments: \_\_\_\_\_