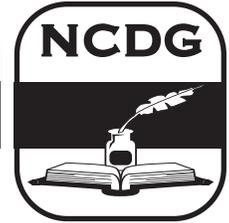


TITLE: Which Road Do I Take?

SUBJECT: English/Language Arts

GRADE LEVEL: 9



Content Standard	English Standard: Students will read, comprehend, analyze and evaluate literary texts. <ul style="list-style-type: none">Analyze important ideas and messages in literary texts.<ul style="list-style-type: none">—Reflect on or explain personal connections to the text.—Explain the implications of the text for the reader and/or society.
Career Development Domain	Career Management
Career Development Goal	CM2 Use a process of decision-making as one component of career development.
Career Development Indicator	CM2.A2 Demonstrate the use of a decision-making model.

Lesson Objectives

- Students will explain the connection between their personal experience in making decisions and the situation of the speaker in Robert Frost's poem, *The Road Not Taken*.
- Students will use the planful decision-making process to make a decision.

Assessment

- Students will complete the worksheet: *Which Road Do I Take?* and explain the connection between their personal experience in making decisions and the situation of the speaker in Robert Frost's poem, *The Road Not Taken*.
- Students will document their use of the planful decision-making process to make a personal decision by completing the worksheet: *Planful Decision-Making*.

CAREER DEVELOPMENT/ACADEMIC LESSON*

*Adapted from: North Dakota Career Development Tool Kit, North Dakota Career Resource Network, 2001. Used with permission.

LESSON ACTIVITIES

Preparation

- Prior Learning — Unit on interpreting and analyzing poetry
- Handouts/Worksheets — *Which Road Do I Take?* and *Planful Decision-Making* worksheets
- Resources: *The Road Not Taken* by Robert Frost
- Time Required — one block (2 hours)

Procedures

- Read and discuss the poem *The Road Not Taken* by Robert Frost.
- Use the worksheet: *Which Road Do I Take?* to help students analyze the poem.
- Encourage the students, through class discussion, to make connections between their personal experience in making decisions and the situation of the speaker in the poem.
- Ask students to brainstorm some decisions that they have to make or have recently made. How do they go about making decisions? Do they talk to others? Do they consider many alternatives? Do they get good information? Do they make a snap judgment?

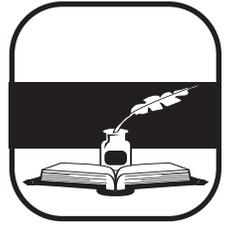
Career Development Connections

- Explain to students that they will have to make many decisions during high school that will have long-lasting consequences. Ask students to brainstorm what some of those decisions might be about (e.g., career clusters, courses to take, dropping out of school and going to college).
- Give students the worksheet: *Planful Decision-Making*. Introduce the decision-making model shown on the handout as follows:
 1. Identify the decision or problem to be resolved.
 2. Gather information. Be sure that the sources you use will give you accurate, up-to-date, unbiased and complete information.
 3. List all of the possible ways to make this decision (alternatives). Write down all of your ideas, even if they seem almost impossible.
 4. Consider the consequences of each alternative. Ask yourself, "What is likely to happen if I do this?"
 5. Make a decision. Choose what seems to be the best alternative. Remember to consider your personal priorities, beliefs and values in your decision-making.
 6. Follow through and take action on your decision.
 7. Review the results of your decision. Ask yourself these questions:
 - Did I get the results I expected and wanted?
 - Did any new problem arise because of this decision?
 - Is there any further action I need to take?
 8. Make new decisions as needed.
- Take the students through the process using the career choice example described in the handout.
- Take the students through the process again using a typical, but simple decision that a student might have to make.
- Tell the students to select a decision they have to make and follow the planful decision-making model to make their decision. They are to complete the worksheet, documenting each step in their decision-making process.
- Invite students to share their decisions with the class.
- Engage students in a discussion of the planful decision-making process. Do they usually follow all of the steps when they are making a decision? What steps are difficult for them? What steps take a lot of time? For what kinds of decisions would they use the planful decision-making process?
- Remind students they can use the planful decision-making model when they are making important career decisions such as what career cluster they will choose for their high school studies.

CAREER DEVELOPMENT/ACADEMIC LESSON*

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Which Road Do I Take?



NAME _____ DATE _____

Instructions: In *The Road Not Taken* by Robert Frost, the speaker must make an important decision in his life. Using information from the poem, answer the questions below.

The planful decision-making process can be divided into the following steps:

Define the problem

Gather information

Explore alternatives

Consider the consequences, risks of each alternative

Take action

Review the results

Make new decisions as needed

1. What is the speaker's problem?

2. What are the speaker's alternatives?

3. What consequences might the speaker face along each path?

4. Which path does the speaker decide to take? Why?

5. What effect did the speaker's decision have upon his life?



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Planful Decision Making



NAME _____ DATE _____

Instructions: In the next few years you will be making some big decisions. The planful decision-making process can help you make an informed decision that you will be happy with. Complete this worksheet using the planful decision-making process. Follow the example provided for you.

EXAMPLE

Define the problem

Choose a career cluster to study in high school

•

Gather information

See counselor, go to orientation, take interest inventory

Choose from 16 clusters

•

Explore alternatives

Learn more about my top two clusters: HealthScience and Hospitality/Tourism

•

Consider the consequences, risks of each alternative

Health Science—lots of jobs, 4-yr.-college plus, good pay
Hospitality/Tourism—fewer jobs, 2 yr. college, less pay

•

Make a decision — select an alternative

Choice—Health Science

•

Take action

Register for classes

•

Review the results

Take classes—see if I like them

•

Make new decisions as needed

Change cluster choice if needed

Now It's Your Turn!

Define the problem

Gather information

Explore alternatives

Consider the consequences, risks of each alternative

Make a decision—select an alternative

Take action

Review the results

Make new decisions as needed

CAREER DEVELOPMENT/ACADEMIC LESSON*

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