

Session Two Lesson Plan

Session Overview:

Apprentices use a Turf Map to consider business diversity and the structure of the business district. Apprentices begin to learn about the history of West Roxbury by visiting the local Historical Society.

Length: 2 Hours

Learning Objectives:

- Apprentices develop a Turf Map to brainstorm about the businesses in their neighborhoods and to think about the various types of businesses that exist in the West Roxbury Business District.
- Apprentices learn about various types of businesses.
- Apprentices get an overview of West Roxbury Business District History from Bob Murphy of the West Roxbury Historical Society via a slide presentation.
- Economics concepts and vocabulary: consumer, seller, goods and services, employer, employee, benefits to community?

Material and Equipment:

- Large paper for apprentice Turf Maps
- Index cards / cut-up card stock
- Markers
- Scissors
- Glue or tape
- Pencils and pens
- Rulers
- Agenda
- Sample Turf Map Visual
- Turf Map Brainstorm Visual
- Business Category Brainstorm

Preparation:

- Write up an agenda to post in classroom.
- Create a Turf Map on a piece of poster board. This should look like a map to a historical village or shopping district in that it shows many businesses and other institutions laid out on an easy to read street plan with drawings/representations of the business.
- Make a Vocabulary poster with vocabulary introduced in previous sessions.
- The last 30-45 minutes of this lesson is a trip to the local historical society. Obviously this will depend on their availability; therefore, it is important to set this up well in advance. In the pilot run of this apprenticeship, we went to the West Roxbury Historical Society, which is across the street from the Shaw School, where we saw a short slide show and some of the West Roxbury artifacts they have in their collections.

Roles for Students:

- Time Keeper
- Line Leader
- Point Guard – checks off “to do” boxes on the agenda

Lesson Plan Format:

- I. Introduction Redux** **Time: 5 Minutes**
- As it is likely that there were absences during the previous session, CTs should re-introduce themselves and ask apprentice to say their names as well.
- II. Ritual** **Time: 10 Minutes**
- Review Guess the Business guidelines.
 - CT reads a short historical blurb about the business. After listening to the short history, apprentices attempt to guess the business. Apprentices must explain their reasoning.
 - Debrief the ritual by asking what facts gave away the answer most easily. Ask for the information categories that the history includes (dates, names, etc.)
- III. Introduction and Context-Setting** **Time: 15 Minutes**
- Review the purpose and schedule of the apprenticeship and the WOW! by using the timeline visual.
 - Ask Apprentices explain what they did the previous week.
 - Review economic vocabulary and concepts from previous session.
 - Introduce today’s curriculum by having a student/s read the agenda.
 - Prep students for another trip outside.
 - Say: *Before we start working, I have a question. How many of you think that you know a lot about the business district we’re studying?*
 - Say: *There are over _____ businesses in this district. How many do you think you can name? I’m going to give you 2 minutes to brainstorm on your own as many as you can. Then we’ll share them and see how many different ones we get. (Write them on these on the board or on newsprint).*
- IV. Mini-Lesson: Turf Map** **Time: 55 Minutes**
Brainstorming (10 minutes)
- Say: *As you can see, we really don’t know _____ that well. Today we’re going to be working on a project that helps us use what we know about our own communities to learn more about the businesses in _____.*
 - Explain to students that in the first part of today’s lesson, you will be using an activity to brainstorm about the types of businesses that exist in different communities.
 - If you have used Turf Maps for CWA or another purposes on campus, ask Apprentices to remind you what they are, and for what they are used.
 - Explain that Apprentices will be making Turf Maps about the business districts near their own homes.

- Show apprentices the Turf Map you made of your community.
- Explain that to make the Map, the first thing that you did was to brainstorm a list of all of the businesses near your house that you could think of. You took about 5 minutes to do this.
- Explain that the Apprentices will now have a chance to brainstorm a similar list for the area near their homes. They don't need to know the exact name (corner store, Mexican restaurant, etc). They don't all have to be places that they go to, either.
- Give Apprentices 5 minutes to brainstorm.

Creation of Turf Map (30 minutes)

- Explain that after you finished your brainstorm, you put each business name on a small piece of paper. Then you arranged the cards on a large piece of paper based on their physical relationship (Bukhara is next to the antique shop which is next to the Thai Restaurant which is next to the Irish pub). They should make sure that all of these
- Apprentices should do the same thing. They should also make a card for their home.
- After all of the businesses are in place, they should draw roads in relation to the businesses. When they have finished with the roads, they should removed the paper cards and drew pictures of all of the businesses. Have Apprentices title their maps, label the streets, and put their names on the back.
- It is ok if they want to include non-business buildings when they are done. For example, I included the fire house.
- Give them 25 minute to work on their maps, and give them frequent time checks to keep them on task.
- You may want to allow students to work together is they are from the same neighborhood!
- **Note:** Creating a map is a challenging activity for anyone, especially middle schoolers. Their sense of spatial relationships and scale are not exactly well developed. It is important that you circulate to help all of the students achieve their goal.

Debrief (10 minutes)

- Ask: *Why do you think we made these maps?*
- Explain that the primary reason we did this was to think about different types of businesses that exist in Boston.
- Ask students to take a look at their Turf Map. All of the businesses can be categorized by what they sell or provide for consumers. This is an excellent place to introduce the idea of goods and services.
- For example, select a grocery store. Ask apprentices what grocery stores sell. Introduce the concept of retail.
- Brainstorm other types of businesses with apprentices, trying to get as many different ideas on the board as is possible in about 2-3 minutes. When they have run out of ideas, add some more based on things they didn't get: law firms, doctors and dentists, restaurants, bars, banks, etc.

- Remind them that these aren't even close to all of the categories that exist, but these are most of the ones that exist in the _____ business district

V. Snack/Stretch Break

5 Minutes

VI. Visit to the Historical Society

30 Minutes

- The purpose of this last section is to begin thinking about our presentation.
- Lead a brief discussion of what apprentices think about history and research.
- Ask apprentices how they do research. They will likely mention sources like: books, internet, encyclopedias, etc. Explain that those are called secondary sources. Explain what that means. See if they know what primary sources are. If not, mention: interviews, surveys, old photos, etc. Explain that a lot of our information will come from primary sources. Some will be secondary.
- Explain that today we will be going to the local Historical Society. Ask students if they know what a historical society is.
- Explain that they should touch nothing at the Historical Society unless they are given permission first.
- Walk to Historical Society.
- Introduce them to the docent.
- Tell apprentices to take notes on information that they think is interesting.
- Watch historical slide show and artifact presentation about local business district history.
- Allow students to ask questions at the end if they have any.
- Return to Campus.

Session Three Lesson Plan

Session Overview:

Apprentices will develop interview questions for business owners and will practice the proper techniques for effective interviews in preparation for next week's Interview Day!

Length: 2 Hours

Learning Objectives:

- Apprentices brainstorm the type of information that they need to write a business history.
- Apprentices write interview questions for business owners.
- Apprentices learn the proper techniques for interviewing and practice those techniques with each other.
- Economics concepts and vocabulary: profit, revenue, sole proprietorship, partnership, corporation, capital

Material and Equipment:

- Agenda
- Vocabulary List
- Jeopardy! Board
- Business Category Brainstorm from Session 2

Preparation:

- Write up an agenda to post in classroom.
- Write Guess the Business blurb.
- Secure an interview subject and have them write up 10-20 interview questions to ask you.
- Prepare a "Jeopardy!" board and questions.

Roles for Students:

- Time Keeper
- Line Leader
- Point Guard – checks off "to do" boxes on the agenda

Lesson Plan Format:

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| I. | Ritual | Time: 10 Minutes |
| | <ul style="list-style-type: none"> • Review ritual guidelines. • This may be a good week to have Apprentices start reading the blurbs. | |
| II. | Introduction and Context-Setting | Time: 10 Minutes |
| | <ul style="list-style-type: none"> • Review the purpose of the apprenticeship and the WOW! | |