

Session Six Lesson Plan

Session Overview:

Apprentices bridge the gap between research and writing in preparation for their presentation. Students practice their presentation skills using their own writing.

Length: 2 Hours

Learning Objectives:

- Apprentices integrate new data (if any) into their outlines of their presentation sections.
- Apprentices write a first draft of their presentation sections.

Material and Equipment:

- Agenda
- Interview Data Worksheet

Preparation:

- Assemble supplementary data for each group – this may mean contacting store owners or assembling information from the Historical Society.
- Write up an agenda to post in classroom
- Type up outlines that students prepared the previous week, including the suggestions made by other students in the critique sections.

Roles for Students:

- Point Guard
- Time Keeper

Lesson Plan Format:

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|-------------|--|-------------------------|
| I. | Ritual | Time: 5 Minutes |
| | <ul style="list-style-type: none"> • Guess the Business | |
| II. | Introduction and Context-Setting | Time: 5 Minutes |
| | <ul style="list-style-type: none"> • Ask Apprentices to explain what they did the previous week • Review economic vocabulary and concepts from previous session. • Introduce today's curriculum by having a students read the agenda. | |
| III. | Presentation of New Data | Time: 25 Minutes |
| | <ul style="list-style-type: none"> • Note that this section may be extraneous or too long if there is not a lot of new information. • In the trial run, we used this as catch-up time, and as an opportunity for the teams to make additional corrections to their outlines. | |

Introduction (5 minutes)

- Explain that today's main task is to write our first drafts.
- Before we can do that though, we need to add some of the information that we thought was missing last time.
- Explain that CTs compiled this information during the previous week. Their job is to figure out where in their outline they want to put the information.

Mini-Lesson (5 minutes)

- Model this process for the group with CT example from last time.
- This should include students selecting which new information needs to be included and not included, and where in the outline it fits most appropriately.

Work Time (10 minutes)

- CT hands out new info packets.
- Students read packet of details, select info that they want to use, and indicate on their outline where they want to include them.

Debrief (5 minutes or less)

- Why did we do this process?

IV. Snack/Stretch Break**Time: 10 Minutes****V. Drafting Away****Time: 70 Minutes***Mini-Lesson (15 minutes)*

- Lead a brainstorm about writing an essay.
- Review the concepts of paragraphs/PowerPoint slides.
- Prep apprentices to write Introduction, Body and Conclusion Paragraphs
- Model IBC for students with CT information from previous weeks.

Group Work Time (45 minutes)

- Teams will work together to write their presentation pieces.
- CTs will circulate and conference with apprentices.
- It may be helpful to assign sections of each piece so that each student has individual responsibilities. This may benefit more independent students. However, some groups may benefit from writing their pieces together and then choosing who will read which parts.
- Teams that finish early will be asked to pair and share with other groups that are finished. The goal of this is to start looking for ways to improve each section.

Sharing Time (10 minutes)

- Teams will read their sections of the presentation to the whole group. The number of groups that read will depend on the amount of available time.