



Celebrating Economics Through Local Business History

A  Apprenticeship

Developed 2002-2003
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in partnership with the
Federal Reserve Bank of Boston

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Statement of Purpose and Goals

or

How This Apprenticeship Helps Students Get CLAS (Community, Leadership, Access and Skills)

- C** Strengthens the relationships among Citizen Schools, the Federal Reserve Bank of Boston, the Campus host school, the business community of the host school's neighborhood, Citizen Schools Apprentices and members of the neighborhood community.
- L** Provides a forum for youth to have input into the ongoing neighborhood revitalization efforts of programs like Main Streets.
- A** Introduces Apprentices to local businesses and resources like public libraries, historical societies, and business associations.
- S** Teaches basic economic and historical concepts, terms and methods, thereby reinforcing MCAS standards.
- Provides opportunities for Apprentices to develop their research, writing, and public speaking skills.
- Introduces Apprentices to the basics of Microsoft PowerPoint.

Notes to the Citizen Teacher:

- In the pilot run of the apprenticeship, there were only 6 apprentices. One of these students has Asperger's Syndrome. This presented some challenges not foreseen in planning the apprenticeship.
- The original idea was to do a Wow presentation that focused on the business district of West Roxbury. Assuming 10 Apprentices, there would have been at least 2 to write an overview of West Roxbury's Business District history. The other 8 could have paired up to do focus pieces on individual businesses.
- With only 6 apprentices, I chose to use the overview as my model when doing organization, writing, and PowerPoint planning. The lesson plans reflect these decisions.
- Note that this apprenticeship has a number of field trips, especially early in the semester. When the course is taught in the spring, snow and cold weather can be a frequent challenge. Remind students to wear their winter coats!!
- Sessions 5 and 6 were challenging for a number of reasons: they come on the heels of three field trips in four weeks, they lead into Spring Break, they are very "school like," and they are far enough from the WOW that the apprentices are not quite geared up yet. Any creative ways of dealing with these challenges while still getting the work accomplished will be much appreciated by you and your Apprentices.
- In the future, it might be interesting to introduce PowerPoint in a much more meaningful way, earlier in the semester. In the trial run, apprentices organized their information, wrote their presentations and only then began to think about their PowerPoint presentations. I think introducing PowerPoint earlier in the semester would have helped apprentice investment, organization and writing efforts to think about paragraphs as slides and information as bullet points, and this would have livened up the middle of the apprenticeship, which was very school-like in its focus and intensity. In addition, the apprentices did a lot of their own PowerPoint work; even though this was not part of the original plan, it was very successful.
- The pilot run of the apprenticeship had an extra session which was very helpful in catching up and preparing for our WOW. We used the time to get last minute photographs, to rehearse our presentation, and to work out apprentice roles for the presentation. Session 8, therefore, may seem a little jam-packed. It might be in your benefit to move some of these sections to other sessions, if possible.

Apprenticeship Planning Timeline:

This is a rough timeline of things that should happen over the course of the apprenticeship. I tried to include things on this list that may not have had an obvious place or timing on the lesson plans. This list, in companionship with the preparation sections of the weekly lesson plans should be fairly comprehensive.

Pre Apprenticeship

- Become familiar with the community you will be studying. Some suggestions:
 - Visit as many businesses as possible in the community. Introduce yourself and explain your project; leave a business card with the owner or manager.
 - Determine which businesses are receptive to helping you out, and which are not.
 - Determine which businesses have long and short histories.
 - Determine which businesses will interest students and which ones are inappropriate for you to visit with students.
 - Walk down Main Street and tally the different types of businesses that exist there.
 - Determine the boundaries of the business district you will be studying.
 - Read the local paper at least semi-regularly
 - Contact community organizations such as neighborhood groups, business associations, Rotary and Kiwanis clubs. Their leaders are often excellent resources for information about town history.
 - Visit the local historical society and/or library to see what information is available. Set up a slide show or visit for session 2.
- Determine where you would like your Wow event to be. The best options include meetings of the local historical society, a community business group or a neighborhood association. Other options include setting up an event at the local library, or making a presentation on-campus to other apprentices and parents. The earlier you start planning, the better off you will be.
- Figure out an appropriate sales pitch for the Apprenticeship Fair.

Session 1:

- Develop Treasure Hunt - get commitments from businesses, write clues, write information treasures, make a map and key.
- Write the first few Guess the Business blurbs.
- Get money to pay for pizza.

Session 2:

- Confirm your visit to the local historical society.

Session 3:

- Write Guess the Business blurbs.
- Contact historical society to get photographs that you are interested in using in the PowerPoint. This process can take a while. Supplement with photos from the web.

Session 4:

- Get commitments from business owners that you/apprentices are interested in interviewing.
- Get money if you plan to buy snack on the road.
- Prepare interview value circle visual.

Session 5:

- Reserve a laptop and projector for your WOW.
- Reserve a room at the Fed for Session 9

Session 6:

- Write any sections of the presentation for which you are responsible.

Session 7:

- Prepare PowerPoint Template
- Begin working on any sections of the PowerPoint presentation for which you are responsible.
- Begin to publicize your Wow event in the community and to parents.

Session 8:

- Divide script into sections to be divided among apprentices.
- Finish your sections of the PowerPoint presentation.
- Develop and distribute invitations to the WOW.

Session 9:

- Confirm that Apprentices will be able to attend the Wow.
- Make sure permission slips are sent home and returned by parents if the event will be off campus, and after program hours.
- Finalize script: add PowerPoint prompts, responsibility headers, and transitions if necessary.
- Put together the final PowerPoint presentation, combining all student and CT sections. Make sure all animation is set up properly and that there are no spelling errors.
- Make sure the PowerPoint and written presentation line up.
- Type up the order of the speakers and the corresponding people who are going to be running the computer and make multiple copies for apprentices.
- Set up the computer and projector at the Fed so that it is ready to go when the apprentices arrive.

Session 10:

- Pick up laptop and projector from the Fed. Make sure that both components are working, and that the PowerPoint presentation is loaded and working.
- Make sure that there is a screen to project onto, and electricity outlets to plug into.
- Have a backup plan.
- Make sure that you have extra copies of the final script with prompts, as well as the presentation order sheet.
- Have a plan in place in case of absent apprentices.
- Relax!

Session One Lesson Plan

Session Overview:

Apprentices will participate in a Treasure Hunt as a means of being introduced to the Business District and the goals of the Apprenticeship.

Length: 2 Hours

Learning Objectives:

- Apprentices learn about structure of the apprenticeship including rules, rituals and Citizen Teacher(s).
- Apprentices begin to gain familiarity with the Business District and the tangible goals of the Apprenticeship by participating in a Community Treasure Hunt.
- Apprentices practice having specific roles and also working as a team.
- Economics concepts and vocabulary: consumer, seller, goods and services, what is a business

Material and Equipment:

- ❑ Set of clues numbered according to master schedule.
- ❑ Information treasures from each site.
 - ▶ One way of doing this is to use window-envelopes and have the clue showing through the window. The information treasures can be printed on the opposite side of the paper, so that apprentices cannot see the information treasures until after they figure out the clue.
- ❑ Large envelopes to use as Treasure Boxes.
- ❑ A small treasure for each Apprentice to take away.
 - ▶ Suggestions: stickers from a stationary or toy store, candy from a deli, key chains from a locksmith, cookies from a bakery, pocket calendars or day planners from a bank, pizza from the pizzeria.
 - ▶ You will probably pick most of these up during actual the scavenger hunt. However, some business owners might prefer to give them to you ahead of time.
- ❑ Digital camera (or traditional/disposable camera)
- ❑ Map of the area
- ❑ Highlighter
- ❑ Clipboard
- ❑ Pen (attached to clipboard).
- ❑ Blank newsprint/chalkboard/whiteboard for brainstorming.
- ❑ Note that in the pilot run of this apprenticeship, each student received his or her own *pen, pad and folder* from the Federal Reserve Bank of Boston, as a way to ensure students continually have writing materials and as a way to reinforce the off-site Partnership connection to the Apprenticeship.

Preparation:

- ❑ Visit businesses that are possible stops on your treasure hunt and speak to the owner/manager about bringing your students into the store. Some stores will agree; some will not.
 - ▶ For businesses that don't want a group of students in their store, but that you still want to use as part of your hunt, make sure to find out some information about the business anyway. That way, you have data on which to base the information treasures.
 - ▶ For businesses that do invite you in, make sure to ask ahead of time if they can donate any souvenirs for the kids to have. Some general categories include: products that they make/sell and client give-aways, like min-calendars, etc.
 - ▶ There doesn't need to be a souvenir from every store.
 - ▶ If they do not offer to donate something to your kids and there is a product that you really want your kids to have/try (and it is cheap), buy it for them and get a receipt. Often times, the owners will feel bad and comp it on the spot. If not, get reimbursed by Citizen Schools.
 - ▶ Tell the owners/managers about the time-line of your hunt and ask them if they have a preferred time for you to visit.
 - ▶ Work with the business owners/managers to develop information treasure questions. Make sure the owners/managers receive a copy of the questions before you enter the store.
- ❑ Remember to call/visit the businesses that you plan to visit, the day before or the day of Session 1, to remind them that you are coming.
- ❑ Determine Scavenger Hunt order.
- ❑ Write and print out Clues and Information Treasures. Have at least 2 copies of each.
- ❑ Prepare Agenda and Apprenticeship Timeline visuals.
- ❑ Research and write a Guess the Business blurb.

Roles for Students:

- Clue Reader
- Scribe
- Head Counter
- Time Keeper
- Map Marker
- Line Leader
- Point Guard – checks off “to do” boxes on the agenda

Lesson Plan Format:**I. Introduction****Time: 10 Minutes**

- Hand out writing pads and pens to each apprentice.
- CT performs an interview modeling the level of professionalism expected on the Apprenticeship as well as the form of an interview. Good choices for the interviewee are: campus directors, floaters, CT support or your co-CT.

- Debrief interviews with apprentices as a brainstorm: qualities of professionalism and interviewing skills.

II. Ritual Explanation

Time: 10 Minutes

- As this is the first session, it is important to properly set up the ritual.
- Connect our the ritual to the general use of campus rituals.
- The name of the game is “Guess the Business” and the goal is to initiate thinking about businesses, communities, economics and history. The ritual will serve as a jumping off point to discuss the important parts of the histories that apprentices will be writing.
- Each week, the CT or a student will read a short historical blurb (prepared by the CT) about a business. Apprentices will attempt to name the business and will be asked to explain their reasoning. These blurbs will be prepared by CTs. I imagine at first we’ll use large, familiar chains that have West Roxbury branches, and then move on to smaller, local businesses.
- Say: *Before we begin, we need to figure out what a business is. Does anyone have any ideas?* Brainstorm ideas on newsprint.
- Read today’s Guess the Business.
- GTB Example - CVS: Our first store opened in Lowell, Massachusetts in 1963 under the name Consumer Value Stores. Five years later, we added pharmacy departments to many of our stores. Since that time, we have merged with many other pharmacies including Peoples Drug and Revco to become the pharmacy chain with the largest number of stores in the United States. In 2001, we had 100K employees and annual revenue of \$22B. We have a branch in West Roxbury that is in a relatively new location.
- Have all Apprentices write down an answer on their pad. Check answers. Alternately, ask them what they think the answer is, but don’t give it away until all Apprentices have answered.
- Debrief by asking what was hard about the exercise. Also ask what were the things that gave away the answer.

III. Wow Time

Time: 10 Minutes

- Review campus rules, values and systems.
 - Pride, Joy and Respect
 - Behavior Management
- Lay out Apprenticeship schedule and ask apprentices for a commitment.
- Preview the WOW Event.
- Discuss additional expectations for being in the community and working with adults.
 - Make eye contact.
 - Speak directly to the person you are addressing.
 - Speak clearly; don’t mumble.
 - Keep voices to a minimum.
 - Stay together

- ▶ Review Speak Up! skills if applicable.
- ▶ Keep your hands to yourself.
- ▶ Do not ask if you can buy something with your own money.

IV. Treasure Hunt

Time: 85 Minutes

Foreshadowing (10 minutes)

- Ask the apprentices to name as many businesses as they can in the community that you will be studying. Write answers on blank newsprint.
- Explain that their list only represents a small proportion of the businesses in the business district.
- Give context for activity:

Today we are going on a treasure hunt as a way to learn more about the businesses in _____ . Your goal is to gather information that will help us understand this neighborhood and its business people. Each clue you solve will direct you to another business. At each business, you need to take a picture of the group in front of the business, mark it on the map, answer the questions in the Treasure Packet, and get a reward.

Content (70 minutes)

- Hand the first envelope to the Clue Reader. Ask him or her to read the clue to the team. If the team has trouble answering the questions, give them a hint.
- Lead the team to the first store. Have the Map Marker mark the map. Have the Clue Reader open the envelope and read the first Information Treasure question. Have the scribe write down the answer on an extra copy of the Information Treasure sheet. Note: you may want to have all of the students ask questions of business owners to get practice. If the Clue Reader complains, note that these are not Clues, but rather questions.
- When the questions are all answered, photograph the group inside or outside the store. Have the business owner give the Apprentices their prize. Also give the students their next clue envelope.
- Move on to the next store.
- The number of stores you choose to visit should be based on a number of factors, including:
 - ▶ Distance you will travel to, between and back from the stores. When gauging these times, remember that you will be with a group of students and everything will take longer than you will expect.
 - ▶ The number of stores in which you will actually speak to an owner/manager (this obviously takes more time than answering the questions yourself).
 - ▶ In the pilot run, we had a list of 8 stores to visit. We knew we would not be able to enter 4 of the stores. Our schedule was slowed down by having to run this activity in a snow storm. It is important to think ahead of time about which businesses you will cut if time is running short. It is probably best to cut the businesses where you will not be entering the stores, as you will maintain more personal relationships.
 - ▶ We ended our session in the local pizza shop, where the group split a pizza as second snack. Remember to call ahead to order the pizza before the

apprenticeship starts, so that you don't have to wait when you arrive. Time will likely be running short at this point.

Debrief (5 minutes)

- While students are eating their snack, ask students about what they learned today. Also, ask student what they enjoyed, and what they did not like about the treasure hunt. Preview next week's agenda.

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 if 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:

- | | | |
|------------|--|-------------------------|
| 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! | |

- Ask Apprentices to explain what they did the previous week – Turf Map and Slide Show.
- Review economic vocabulary and concepts from previous session.
- Introduce today’s curriculum by having a student/s read the agenda.

III. **Mini-Lesson: Questions, Questions, Questions** **Time: 35 Minutes**

Introduction (5 minutes)

- Review what they learned about historical information from their field trip the previous week. Remind them of all of the information that they can get from libraries, museums and historical societies.
- Explain that this week they are going to work on another way of getting primary source information. This way is more direct: interviews. Ask the apprentices who they think they will be interviewing.
- Explain that there are two main parts to interviewing. Ask if anyone knows what they are?
- Tell them that 1) you need to figure out what questions you are going to ask. 2) Then you need to ask them.
- Today we are going to do the first part and practice doing the second part.

Information and the Questions to Get There (10 minutes)

- Explain that before we can start writing our questions, we need to figure out what information we need. In other words, we need to figure out what type of answers we need before we can get to the questions.
- To start off, let’s see if we can come up with the type of information that we find in history. A good way to start off may be to think about the kind of information that you hear in Guess the Business.
- Hand out the past 2-3 Guess the Business blurbs and ask students to read them.
- Ask Apprentices about the information they found in the histories. Write categories on the board (People, Places, Time/Dates, What they sell, etc.)
- Remind them that there is a series of words that you all know that will help us come up with our questions: Who, What, Where, When, Why, and How

Independent Work Time (10 minutes)

- Pair up students to brainstorm questions to ask business owners. Ask them to think about what information the question is trying get at. Remind them about the 5W+H. Tell them to make sure their questions are not yes-no questions.

Report Back and Group Brainstorm (10 minutes)

- Have pairs report back on the questions they have developed as well as the information they are hoping to find out (if it’s not that easy figure out from the question).
- Because there may be lots of other questions that Apprentices have not come up with yet, there should be some time to do a group brainstorm to come up with missing questions.
- Between now and next week, CT should type up questions in a logical order. Message this to students.

- Explain that when we do our interviews, these are the key questions. However, other questions are ok too. Those questions will depend on how the interview goes, what information is revealed, etc.

IV. Snack/Stretch Break **Time: 10 Minutes**

V. Interview Rehearsal **Time: 40 Minutes**

Intro/Modeling (15 minutes)

- The purpose of this section is to prepare Apprentices for the interviews that they will be performing next week. The goal is to build professionalism.
- Explain that next week we will be interviewing a number of business owners. We now have many of the basic questions we plan on asking them. But an interview is more than just the questions that you ask. It's also the way you ask the question and the way you write down questions. The way that you carry yourself matters because it makes them take you seriously.
- Explain that today they going to have a chance to practice their interviewing skills. But first, they are going to witness two fake interviews. Tell them that you want them to write down things that you see and hear that are positives and things that are negatives.
- Have another adult: another CT, floater, CT support, etc. ask you questions about yourself.
- The first time, the interview should have some or all of the following qualities: slouching, mumbling, distractedness, looking at paper the whole time, rudeness, slang, inappropriate questions, etc.
- The second interview should model appropriate professionalism.
- After both interviews do a brainstorm about the types of things that were appropriate and inappropriate. Draw a large circle on a piece of newsprint. Write the appropriate things inside the circle and the inappropriate ones outside the circle. Be sure to save this visual for next week.

Student Practice Time (15 Minutes)

- Pair up students and hand out pre-written interview questions for each group
- Have students practice with each other. Questions should hold attention and also allow students to practice the proper interviewing skills.

Group Review (10 Minutes)

- When they are finished, have a couple of groups of students perform a interview in front of entire apprenticeship with new questions. Class critiques.

VI. Economics History Jeopardy and Foreshadowing **Time: 10 Minutes**

- Group apprentices into two teams.
- Ask apprentices about business district history we learned in past sessions, history and economics vocabulary they have learned, and information about the Apprenticeship and Wow!

Session Four Lesson Plan

Session Overview:

Apprentices will interview business owners as a means of obtaining information for their business histories.

Length: 2 Hours (Depending on the number of students you have, the number of CTs/CT Support you have, and the number of interviews you need to do, you may need to extend this session to 2.5-3 hours, if possible.)

Learning Objectives:

- Apprentices review the proper techniques for interviewing and practice those techniques with each other.
- Apprentices use questions developed in the previous session to interview business owners.
- Economics concepts and vocabulary: competition, supply, demand

Material and Equipment:

- Agenda
- Timeline
- Interview Question Sheets (multiple copies)
- Interview Value Circle.

Preparation:

- Write up an agenda to post in classroom
- Set up interview times with business owners.
- Prepare interview sheets (with questions and blank space for answers, also space for ad-libbed questions and responses).

Roles for Students:

- Clue Readers
- Scribes
- Head Counter
- Time Keeper
- Line Leader
- Point Guard – checks off “to do” boxes on the agenda
- Photographer

Lesson Plan Format:

I. Ritual

- Review ritual guidelines.
- Guess the Business

Time: 10 Minutes

II. Introduction and Context-Setting Time: 10 Minutes

- Review the purpose of the apprenticeship and the WOW!
- Ask Apprentices to explain what they did the previous week – developed interview questions and practiced doing interviews.
- Review economic vocabulary and concepts from previous session.
- Introduce today’s curriculum by having a student/s read the agenda.
- Review the time line as a way of checking in about progress toward the Wow goal.

III. Interview Day Time: 105 Minutes

Preparation (20 minutes)

- Review professionalism and how to carry oneself in public and businesses.
- Review interviewing skills using the Interview Value Circle from last week.
- Hand out interview sheets. Tell students to the sheets to make sure they know what all of the words are. Have them practice with a neighbor if you are concerned with their reading skills.
- Ask apprentices to volunteer for interviewing roles and responsibilities. Make sure that all Apprentices have an opportunity to practice their new interviewing skills.
- Depart for interviews.
- (An alternative would be to do some or all of the interviews on campus. This would require business owners who would be willing to leave their businesses. Seems unlikely to me. It’s also not as interesting to the students.)

Interview, Travel and Snack Time (60-75 minutes)

- If it is possible to split your group (i.e. you have multiple CTs), this will save significant time.
- Specific times should be set up with each business owner.
- Maximum interview time should be about 10-15 minutes.
- It is a good idea to have multiple scribes so that none of the information is missed.
- Remind students to ask any questions that have questions about when they finish their formal interviews.
- Allow students to look around the store to get a feel for it.
- This could also be a good opportunity to take some digital photos to be used in the PowerPoint presentation –make sure you get interior and exterior photos of the business, photos of the staff and products, and some interesting pictures of the neighborhood, too!
- Include 10 minutes for snack. In the pilot run, we interviewed the owner of a deli, and then purchased snacks there. Consult your budget to determine the feasibility of this plan.

Debrief (10 minutes)

- If you split up, a member of each team should report back to the full group about 2 interesting facts that they learned from each business they interviewed.

- If you stayed together, ask the students question about the trip – what they thought was interesting, what they wish they had asked, etc.
- If there is time, you can start to determine which apprentices are interested in work on which businesses.

Session Five Lesson Plan

Session Overview:

Apprentices will organize the information gathered during the previous session's interviews. Using compiled and organized information, apprentices will determine what information they still need.

Length: 2 Hours

Learning Objectives:

- Apprentices organize information into an outline to be used for writing their presentation pieces.
- Apprentices introduced to Microsoft PowerPoint as preparation for future lessons.
- Apprentices critique each others' outlines as a way of determining what relevant information is missing.

Material and Equipment:

- ❑ Agenda
- ❑ Newsprint / posterboard for organizing data.
- ❑ Tape (multiple rolls if possible)

Preparation:

- ❑ Write up an agenda to post in classroom
- ❑ Type interview answers with each discrete fact on a separate line. Keep information about different businesses separate to avoid mixing them up. Cut out each fact about a business, mix them up, and place them in an envelope to be opened by the apprentices during class. Each business should have its own envelope.
- ❑ On the newsprint for each group, write subject headings for the categories into which data should be divided (for example: business information, history, owner biography, etc.)
- ❑ Prepare a PowerPoint slide show on some aspect of local or business history. Ideas: information about your home town, the history of a famous business, etc.
- ❑ Make sure that you have access to a computer to show the presentation on. Also, make sure that you have a way to transfer the slide show (disc, CD, internet) and make sure the computer has PowerPoint. The other alternative is to borrow a laptop from the Fed. See Gigi on the 7th Floor.
- ❑ Prepare a critique worksheet with clear instructions.

Roles for Students:

- Time keeper
- Point guard

Lesson Plan Format:

- I. Ritual** **Time: 5 Minutes**
- Review ritual guidelines.
 - Guess the Business: Hess Gasoline
- II. Introduction and Context-Setting** **Time: 5 Minutes**
- Ask Apprentices to explain what they did the previous week
 - Review agenda, focusing on goals and outcomes.
 - Review Apprenticeship timeline
 - Review economic vocabulary and concepts from previous session.
- III. “Team Building” and Assignments** **Time: 10 Minutes**
- Determine which apprentices will be working together, and on which business they will be presenting.
 - Two suggested structures: 2 for each business and 2 for the overall history or 1 for each business and 6 for overall history.
 - In the trial run, there were three pairs of two students. Each pair was assigned a business. Work on the overview section was done primarily by the CT, with input from the apprentices. This is not ideal, but with a small group it was the best we could do. In addition, this alleviated the problem of trying to manage multiple groups of students working with different types of information.
 - It is best to give apprentices a choice in both of these decisions because the apprentices will be working closely together for the next five weeks. However, it is important to consider factors like communication ability level and attendance in advance. The hardest thing to do is to split up groups once you have given them the choice of picking each other, so determining ahead of time how you will present this information is crucial.
- IV. Data Sorting and Organization** **Time: 40 Minutes**
- Introduction (5 minutes)*
- Today, we are going to begin to use the information that we gathered last time to think about what our presentation is going to look like.
 - Explain that each group will be using the information we gathered during the interviews to organize their presentation.
- Mini-Lesson (15 Minutes)*
- Model the way this is going to work with a example. One way to do this would be to use an unknown business. This would provide apprentices with the opportunity to work with a fact pattern similar to their own. Another option is to use the overview information so that you can all work on that one together. It will really depend on what the group assignments are going to be.
 - The format goes as follows: each fact should be written in marker on a large card or piece of paper. These pieces of paper should be divided among the class. There should be different category headings on the board (History, Business Details, Owners Insight, Biography, etc. – make sure to give examples about the type of information that should go in these categories). Students should take turns taping their data to the board. The class can work as a team to advise the

individual. When all of the information is in the correct place, the group can then order the information within categories.

- Note that this exercise requires significant modeling and thought-out structure. It did not work particularly well in the first run through, but I think it has potential. It might be more exciting if it was played as a game.

Work Time (20 minutes)

- Explain that now the apprentices will be working within their pairs to organize their own information in the same way.
- CT hands out typed info packet and worksheet.
- Students read packet of details and put them into the appropriate categories on the prepared newsprint.
- CT floats to assist groups.

V. Snack/Stretch Break Time: 5 Minutes

VI. Power Point Intro and Example Time: 15 Minutes

- Explain that we will be using PowerPoint as a multimedia tool during our WOW presentation.
- Explain that the purpose is to convey information, but it can be fun at the same time.
- Ask apprentices to watch the slide show you have presented and think about some of the things that they would like to incorporate into their own presentations: graphics, pictures, animation, sounds, color schemes, etc.
- Present slide show you have prepared.
- Take questions from the audience.
- Note that this presentation was cut out of this lesson and presented later in the semester due to time and computer constraints.

VII. What's Missing / Critique Time: 30 Minutes

- Explain to the apprentices that we are going to be spending the rest of the class working on making each others' outlines better.
- Handout the Critique worksheet
- Apprentices will rotate around the room doing the following things: 1) read the outline in front of them 2) determine if things are in the correct order 3) determine if there is anything more that they would like to know about the business 4) write down these suggestions on the form provided by the CT.
- Each rotation should take about 5-10 minutes. Apprentices should work quietly in pairs, and not get out of their seats until the CT tells them to rotate.
- When all of the groups are finished with their critiques, the groups should return to their own outlines and consider the suggestions made by other groups.
- The CT will be responsible for getting any new information suggested by the apprentices before the next session.

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:

- | | | |
|-------------|--|-------------------------|
| 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.

Session Seven Lesson Plan

Session Overview:

Apprentices make suggestions about which types of businesses they would like to see added to the West Roxbury Business District. Apprentices edit their presentation sections. Apprentices begin to design their PowerPoint presentation.

Length: 2 Hours

Learning Objectives:

- Apprentices will brainstorm favorite businesses that they would like to add to West Roxbury.
- Apprentices will learn how to edit their presentations for content, style and grammatical errors.
- Apprentices will develop the designs for the PowerPoint pages that will accompany their presentations.

Material and Equipment:

- Agenda
- PowerPoint Templates
- Individual Action Plans for each presentation section.
- Blank newsprint for Brainstorming

Preparation:

- Write up an agenda to post in classroom.
- Type each group's presentation section.
- Develop action plans on Post-It notes for each group to help them edit their work.
- Make a template of the PowerPoint presentation for each group, setting up a basic title page and the general structure you would like them to follow. For example: on the first slide, put a title at the top of the page and set up the bulleted text box with writing. Remove some of these features in later slides.
- Determine how you will transfer Power Point Presentations from school computers to a savable location.

Roles for Students:

- Line Leader
- Point Guard
- Time Keeper

Lesson Plan Format:

I. Ritual

- Guess the Business

Time: 10 Minutes

- II. Introduction and Context-Setting** **Time: 5 Minutes**
- Start to get students excited for the WOW! They really need to focus at this point.
 - Ask Apprentices to explain what they did the previous week.
 - Introduce today's curriculum by having a students read the agenda.
- III. Making Suggestions** **Time: 15 Minutes**
- Lead apprentices in a brainstorming session about businesses that they would like to see in West Roxbury that don't exist here already.
 - One way of setting this up might be to have the apprentices think about the stores that they shop in on a regular basis.
 - Then, cross stores off the list if they exist in or near West Roxbury.
 - Narrow the list down to about 10 top choices.
- IV. Editing** **Time: 25 Minutes**
- Introduction (5 minutes)*
- Explain that today's second task is to work on editing and final drafts.
- Work Time (20 minutes)*
- The best way to address editing is for the CT to make individualized action plans for each group that guide the apprentices in correcting their own work.
 - The alternate plan is to have the apprentices
- Debrief (5 minutes or less)*
- Why did we do this process?
- V. Snack/Stretch Break** **Time: 5 Minutes**
- VI. PowerPoint Power** **Time: 65 Minutes**
- Intro*
- Introduce the idea that we are going to work on getting our visual ready for our presentation.
 - Outline rules for using the computers / computer lab. Suggestions include: 1) only touch your own computer 2) STOP typing /working when the CT is talking to the entire class 3) follow directions 4) NO skipping ahead.
 - It is best to cover this introductory section before going to the computer lab.
- Mini-Lesson*
- Be sure to orient apprentices to the basics of working with PowerPoint. The scaffolded template can help with this.
 - Explain the goals of the session:
 - Apprentices use the template to set up the title and text on their pages.
 - Students will pick out their major points of their presentation which will sort of be like reverse engineering their presentation scripts into outlines.
 - Only when these parts have been completed, should apprentices begin to work on the graphic design (photos, backgrounds, animation) of their pages.
 - Teams will work together to design their pages.

- Alternately: if students can not develop their own PowerPoint presentations because of a lack of computer availability, they can still be integral in planning their page/pages.
- Students to pick out their major points of their presentation. Sort of like reverse engineering their outlines.
- Design a handout that will allow them to design what their pages say.
- Also, they will get to pick out their graphics/photos (from our digital camera/scanning endeavors).
- Also, have at least one or two computers in the class to allow apprentices to pick the “cool effects” that they want to use.

Session Eight Lesson Plan

Session Overview:

Apprentices finalize their sections of the PowerPoint presentation. Presentation responsibility assignments occur. Apprentices practice presenting their parts without the PowerPoint presentation.

Length: 2 Hours

Learning Objectives:

- Apprentices review appropriate techniques for making presentations.
- Apprentices learn how to manipulate technology to be used in their presentation.

Material and Equipment:

- Agenda
- PowerPoint presentations sections to be edited by apprentices
- Presentation script divided in sections to be assigned to apprentices

Preparation:

- Make sure that all of the apprentices' PowerPoint presentations are at a point where they will be able to finish by the end of the day.
- Divide script into sections to be divided among apprentices.
- Finish your sections of the PowerPoint presentation.
- Develop and distribute invitations to the WOW.

Roles for Students:

- Time keeper
- Point guard

Lesson Plan Format:

- I. Introduction and Context-Setting** **Time: 5 Minutes**
 - Ritual omitted for time constraints.
 - Introduce today's curriculum by having a students read the agenda.

- II. Final PowerPoint Edits** **Time: 60 Minutes**
 - Apprentices will pick up where they left off during the previous session.
 - Hopefully, by the end of this session they will have completed all of their slides. This means they will all have the appropriate bullet points, images, graphics and animations that the apprentices want.

III. Snack/Stretch Break**Time: 5 Minutes****IV. Pick Your Part****Time: 15 Minutes**

- In this section, apprentices select which roles they want to take during the presentation.
- During the trial run of the apprenticeship, all apprentices were required to speak and to run the slide show for part of the presentation. This worked well.
- The partner teams should be responsible for reading their own work and standing at the podium together. Other apprentices should run the PowerPoint presentation for them to provide for a smooth transition.
- Apprentices should split up the responsibilities for CT written and designed slides.
- There are a number of ways to do this. I allowed apprentices to pick the sections that they wanted to be responsible for. Before the next session, I made some minimal adjustments to the order of the people running the computer so that the presentation would flow better. (For example, apprentices should not run the computer immediately before or after speaking, and vice versa).
- Alternately, you can set up all or part of the list yourself, and then allow apprentices to switch parts if they feel so inclined.
- When finished, hand out the individualized presentation scripts to the apprentices who are responsible for reading them so that they can practice at home.

V. Presentation Practice**Time: 35 Minutes**

- Apprentices should read through their parts.
- Review Speak Up! skills.
- Students practice reading their parts aloud in order without using PowerPoint.
- This best done in the auditorium to give the apprentices practice being in a large, formal space. It also makes the need to project one's voice more obvious.

- CT should quickly show the apprentices the final PowerPoint presentation so there are no surprises while they are rehearsing.
- Apprentices practice getting up in front of the group and presenting their information with the PowerPoint presentation in the appropriate order.
- There may need to be a number of starts and stops to make sure that the presentation goes in the correct order and moves smoothly. Strategically seating the apprentices will help this process.
- There should be a round of critiques to make sure that the students are improving with each performance.
- It would be ideal if we had at least two practice runs before the dress rehearsal, but this may not happen.

Dress Rehearsal (30 minutes)

- Introduction by Scott Guild, Director of Education
- Presentation at 4pm for various invited members of the Federal Reserve Bank community.

III. Travel to Back to Campus

- Return via T or Commuter Rail.

Session Ten Lesson Plan

Session Overview:

WOW Presentation

Length: 30 to 60 Minutes

Learning Objectives:

- Apprentices teach the audience the things they learned during the previous 10 weeks.

Material and Equipment:

- PowerPoint presentation.
- Laptop and projector to display PowerPoint
- Final typed versions of student presentation pieces

Preparation:

- Depends on the site.

WOW Information:

- There are three options for this event.
 - 1) At a meeting of a local business district group.
 - 2) At an event planned by the CT at a local public place (library, meeting hall, etc.).
 - 3) At a campus WOW celebration with other apprenticeship WOWs.
- Details and planning will depend on the type of event. The trial run used option three because option #1 fell through too late to set up a separate local event.
- Guest list for the pilot run of the apprenticeship: Apprentice parents, Shaw CS staff, CSHQ staff, Shaw teachers and administrators, Federal Reserve Bank Education staff, West Roxbury Historical Society, West Roxbury Main Streets, West Roxbury Business and Professional Association, West Roxbury Neighborhood Council, press, local politicians, etc.

Presentation Flow

- Presentation introduced by the CT.
- Students make their presentation. This will last about 30 minutes or less.
- Question and answer session with the audience facilitated by the CT; questions answered by apprentices.
- When the presentation is over, it would be nice to honor the Apprentices with that there might be some mix and mingle time, as well as a small pizza party for the Apprentices.

Appendices:

Examples of Visuals, Tools, and Processes

Guess the Business Examples

Hess Gasoline

Unlike most of the other companies we've talked about, this company is one of the world's largest businesses. This company has a branch on Centre Street in West Roxbury. This company sells things like soda, candy, chips and cigarettes, but none of those things is its primary business. The company gets most of its main product from the United States, the United Kingdom, the North Sea, North and West Africa, and Southeast Asia. What most people know about this company is that they sell a particular toy each year around Christmas/Hanukkah/Kwanzaa time. This company is also known for its distinctive green and white logo.

Friendly's Restaurant

This business was founded in 1935 by Curt and Pres Black in Springfield, MA. At the time, these brothers were only 18 and 20 years old. Their business started as an ice cream parlor where a cone with two scoops of ice cream cost 5 cents. Within a few years they started opening stores across Massachusetts and began to include foods like hamburgers on their menus. Today, this business has over five hundred restaurants in sixteen states, primarily on the East Coast. They also sell their ice cream in 3500 supermarkets.

Roche Bros.

This chain was founded in Roslindale Square in 1952. The two founders' first names were Pat and Bud; their last names would give away the answer too soon. The chain expanded for the first time in 1959 by opening a store in Needham; the West Roxbury location opened in 1967. Currently this chain, which started out as a meat and produce store, has 14 locations in the Boston region. The West Roxbury store is in an a relatively new location and there is a Starbucks nearby.

DeCelle

This retail chain is owned by Burlington Coat Factory. It primarily sells name-brand clothing at significant discounts. It also sells some types of accessories. It has clothing for men, women, teens, children, toddlers and infants. It currently has a location in West Roxbury, but that location will soon be closing. It is unknown what will happen to the space that it occupies.

Vocabulary List

In most cases, the dictionary definition is followed by terminology or examples better suited to Citizen Schools Apprentices. Some definitions are not dictionary definitions.

Most of the list was suggested by the Education staff at the Federal Reserve Bank of Boston; some terms came up organically in the course of teaching. Some of the terms were covered in significant depth; some were briefly mentioned.

business:	a commercial enterprise or establishment (provides goods and/or services in order to make a profit)
capital:	money or property used to start or expand a business in order to make more money
competition:	rivalry between two or more businesses striving for the same customer (an example is Fleet Bank and The Cooperative Bank)
consumer:	one that acquires goods or services for direct use or ownership (the customer of a retail business)
corporation	an organization that owns a business
demand:	The desire to possess a commodity or make use of a service, combined with the ability to purchase it.
employee:	a person who works for another in return for financial or other compensation (a person who works for a business)
employer:	a person or business that hires a person to work for him/her/it (Citizen Schools is Paul's employer)
good:	commodities, wares (a product that a business sells; usually you can see or touch it)
money	a medium that can be exchanged for goods and services
partnership	when two or more people go into business together and agree to share the labor, cost, profits, or losses
primary research:	doing research by looking at original documents,

	photographs or asking questions of living people who experienced the event you are studying; doing experiments
product:	something produced by human or mechanical effort or by a natural process
profit:	the money left over when all expenses have been paid
secondary research:	getting information by reading a book, magazine, newspaper, web site or asking an expert
seller:	a person or business that sells a good or service
service:	employment in duties or work for another (when a business is paid to do something for you)
sole proprietorship:	when one person starts his or her own business
supply:	an amount available or sufficient for a given use; stock
specialization:	when a competing businesses change a little so they can get more customers; usually they get better at one specific part of their business. (dentist vs. orthodontist vs. oral surgeon)
revenue:	the money taken in by a business before paying expenses

Citizen Teacher Sample Interview

This is an appropriate interview sample to use when demonstrating interviewing skills or as an introductory interview.

- Where did you go to college?
- What did you study?
- Why?
- What was your first job after graduating from college?
- How long have you worked for Citizen Schools?
- Why did you come to Citizen Schools?
- What other Citizen Schools campuses have you worked at?
- What is your favorite part of working for Citizen Schools?
- What is your least favorite part?
- What do you see yourself doing in 10 years and where?

Scavenger Hunt Clues

City Lock

Clue: Unless you figure out which store is closest to the Shaw and stop by for a visit, I'll lock you up and throw away the key!

CVS

Clue: This store is part of a nation chain that started in Lowell, Massachusetts. Check out this local branch that is both old and new!

West Roxbury Animal Hospital

Clue: Puppies and kittens and more, oh my! This local business will doctor the illnesses of your favorite pets. To get groomed, they'll have to go somewhere else.

Gamesbury

Clue: Since the 1970s, kids of all ages have been playing games on electronic machines. This relatively new store near Holy Name specializes in them.

Kids R Kids

Clue: There's no Toys R Us in West Roxbury. Who needs one when there's a store that specializes in quality toys, games and entertainment for kids.

West Napoli Cafe

Clue: At this final stop, you'll find a sumptuous pie of the savory kind. Cheese, tomatoes, and dough is all that you knead to know.

The Community Bank

Clue: Visit this institution of accounts, loans and interest where the Community comes first. It's a client of the Federal Reserve Bank of Boston!

Hanley's Bakery

Clue: This shop has sweet stuff for all! Founded more than 70 years ago in Eggleston Square, it's been in West Roxbury for about 50 years.

Roche Bros.

Clue: This grocer opened its first store more than 50 years ago in Roslindale. The 35-year old West Roxbury branch got a new home earlier this year.

Scavenger Hunt Information Treasures

City Lock Company

Don't forget to take a picture of your groups outside of City Lock and mark its location on your map.

- The exterior of City Lock Company just receive an external make-over in the Fall.

Question: Why did City Lock renovate their building?

To insulate it from the cold. (I've included answers in this one as an example.)

- Based on the name, you might guess that City Lock sells all types of locks. This is true but might be misleading.

Question: What are the three main parts of City Lock's business?

1) Selling locks.

2) Fixing and opening locks.

3) Making duplicate keys.

- Some stores on this treasure hunt would not allow students inside as a large group.

Question: Why were we not allowed in City Lock?

1) Too small for all of us to go in at one time.

2) Too dangerous, as they cut metal and pieces fly all over the place.

CVS

Don't forget to take a picture of the exterior of CVS and mark its location on your map in order to get a memento.

- CVS is in a new location across the street from its former home.

Question: a) What store used to be located in the building where CVS is now? b) What store is going to go into the old CVS location?

a)

b)

- Walgreen's Pharmacy is a major competitor of CVS. This means that they sell the same types of things to similar customers.

Question: Why do you think that CVS moved into a new location?

- CVS is considered a "drug store" or pharmacy by many people.

Question: What other types of things does CVS sell besides prescription drugs? List 5.

1)

2)

3)

4)

5)

West Roxbury Animal Hospital

Don't forget to take a picture of the groups inside the West Roxbury Animal Hospital and mark its location on your map in order to get a memento.

- The West Roxbury Animal Hospital is a veterinarian's office. It provides goods (things that one buys) and services (things that one pays another to do) to the pet-owning community of West Roxbury.

Question: What goods and services does the WRAH provide?

- WRAH is the only vet's office on Centre Street; the rest of the vets in West Roxbury have offices on VFW Parkway or on Washington Street.

Question: Where do you think that WRAH's customers come from?

- Pets are a big industry. There is a pet supply store on VFW Parkway. There is also a dog groomer further down Centre Street that sells pet supplies.

Question: What types of pets does the WRAH take care of? List 5.

1)

2)

3)

4)

5)

Gamesbury

Don't forget to take a picture of the groups inside Gamesbury and mark its location on your map in order to get a memento.

- Gamesbury is one of the newer businesses in West Roxbury.

Question: How long has Gamesbury been around?

- As you can see, Gamesbury rents/sells video games.

Question: What do their customers look like (age, gender)?

- Sometimes business owners open a number of stores with the same name and/or purpose. Other times business owners have other interests.

Question: Does the owner of Gamesbury own any other businesses on Centre Street? If so, what is it called and what does it sell?

West Napoli Cafe

Don't forget to take a picture of your groups inside West Napoli Café and mark its location on your map in order to get a memento.

- The West Napoli Café is a family-owned business.

Question: How many members of the same family work here?

- Because it is so close to the Shaw, and has such amazing pizza, many students at the Shaw are familiar with West Napoli and refer to it as “the pizza shop.”

Question: How many of you have eaten here before?

Question: What are the most popular things on the menu? How many different types of sandwiches do they sell?

Hanley's Bakery

Don't forget to take a picture of the groups inside of Hanley's and mark its location on your map.

- Hanley's is a traditional bakery.

Question: What products do you see in their display cases and elsewhere in the store?

Question: How long has Hanley's been in West Roxbury? Did it have another location before that?

Question: Which famous Bostonian is known to like something at Hanley's? What is it and what is it called?

The Cooperative Bank

Don't forget to take a picture of the group inside the Cooperative Bank and mark its location on your map.

Question: Where does the Cooperative Bank have branch (or other) locations?

- Banks provides a variety of different services.

Question: Name two types of accounts you can have at the Cooperative Bank. How many of you have a bank account?

Question: If you wanted to open a savings account at the Cooperative Bank, how much money would you need? What is the benefit of saving money at a bank?

INTERVIEW

- Shook Paul's hand
- Told Paul why she was interviewing him.
- Paid attention.
- Appeared interested.
- Wrote down what he said.
- Took good notes.
- Asked Paul to spell something she didn't know how to spell, before continuing.
- Did not fool around
- Spoke clearly.
- Asked interesting questions

- Feet on the table.
- Swearing.
- RUDE
- Mumbled
- Inappropriate personal questions.
- Acted tired and not interested in the answers.

- Looked bored.
- Played with markers on the desk.
- Unprofessional.

VALUES

Jeopardy Sample Questions

Background

- 100 Which organization sponsors this apprenticeship?
- 200 What is our WOW going to be?
- 300 Why did Citizen Schools HQ commission us to write a publication?

West Roxbury Today

- 100 What is the name of the main commercial street in West Roxbury?
- 200 About how many businesses are there in West Roxbury? 50, 100, 150, 200, 300
- 300 Name 10 businesses that exist in West Roxbury today.

Economics

- 100 Businesses usually provide or sell two things. Name them.
- 200 What is it called when two or more businesses provide similar products to the same customers?
- 300 Why do businesses exist?

History

- 100 What do you call an organization that collects artifacts and other things having to do with local history?
- 200 Information that you get out of a book or off the internet is said to be from a “secondary source.” Name one type of primary historical source.
- 300 In an old picture we saw of West Roxbury last week, what things used to sit on top of many of the businesses in town?

Background

- 100 Where are we going for our dress rehearsal?
- 200 What computer program are we going to use to help us with our presentation?
- 300 What is the name of the place that showed us artifacts a few weeks ago?

Slyne’s Deli

- 100 Slyne’s Deli is next to which store that we visited on the first day?
- 200 What is the best-selling product at Slyne’s Deli?
- 300 Approximately how many years has there been a deli where Slyne’s is today?

Gamesbury

- 100 What is Gamesbury’s birthday?
- 200 Who is the owner of Gamesbury?
- 300 Name 2 competitors of Gamesbury?

Mr. Sweeper

- 100 How many employees does Mr. Sweeper have?
- 200 Mr. Slyne provides both goods and services: name 1 service and 3 goods
- 300 What is the best selling product at Mr. Sweeper?

Student Interview Question Brainstorm (Session 3)

After a brainstorming session about the type of information we were interested in learning about the businesses and their owners, the students were paired up to devise questions to ask.

These are all of the question written by the students

- Did you do any stand wen you were little like a lemonade stand?
- Who started the business?
- How long have you owned the business?
- Why was this business started?
- When was this business started?
- What business are you competing with?
- How did you get your business name?
- Where was your first location?
- How long have you been in business?
- What is your favorite thing about your business?
- What day do you get the most customer?
- What would be an estimated amount of customers you get in a day?
- What product do you sell the most?
- Were you ever owned by another company?
- Who do you work for?
- What name did you come up with first?
- Where was the first location?
- When did it open?
- Why do you have this name for the business?
- How is your business going successfully?
- Did it become hard work?
- What age can you start a business?
- Why did you start this business?
- How did you start your business?
- When did you start your business?
- How does it feel to start a business?
- What year did you start your business?
- Do you have any partners?
- Did you feel this business was going to work?
- How long did you have this business?
- What did you want to be when you were little?

Business Survey (Session 4)

After Session 3, the CT pared down the list of questions and put them in a logical order. The original handout had spaces between each question so that apprentices had room to write down the answers to the questions.

For all interviewees:

- What is your name?
- Are you the owner or the manager?
- When was this business started?
- Who started it?
- What do you sell? What is your best-selling product?
- How many employees do you have?
- What day do you get the most customers?
- How many customers do you get on that day?

If the interviewee is the business owner, you can ask:

- Why did you choose to start this kind of business?
- How did you go about starting your business?
- Do you have any partners?
- How does it feel to start as business?
- Is this your first business? If no, when did you start your first business and what was it?
- How did you choose your business name?
- Did you have any other ideas for the business name?

For all interviewees:

- Is owning a business easy or hard? Why?
- What is your favorite thing about working for your business?
- Have you always been in this location?
- Who are your competitors?
- What did you want to be when you were a child?
- Did you ever have a business like a lemonade stand when you were a kid?