



Collaborative Business Deals

The Denim Deal



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A Technology Infusion Project

Through

Manchester School District
Southern New Hampshire University
Apple



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Introduction

The Technology Infusion Project (TIP) is a collaborative effort by the Manchester School District (MSD), Southern New Hampshire University (SNHU) and Apple as part of a USDOE grant (PT3). Mentor Teachers and education majors from SNHU formed TIP teams, called Collaborative of Online Learners (COOL) and worked together to merge technology into the classroom. For this project, teams were given access to advanced technology training and the use of an array of hardware and software resources.

Expectations of each team were as follows:

- Each COOL Team included MSD Mentor Teachers and SNHU education students. Teams explored the use of technology as a teaching/learning tool. COOL teams were formed in early October 2002.
- Beginning in the fall, SNHU students were invited to observe Mentor Teachers' use of technology in the classroom. Some students were also given the opportunity to deliver specific lessons during the MSD classes.
- Mentor Teachers and SNHU students attended various events and workshops together and were able to select specific activities that would specifically enable each team to develop the new skills necessary to design their showcase project. Grant funds were used to pay for these conference and workshop events.
- Each team collaboratively designed a learning project that was presented at the February 2003 SHOWCASE DAY. Some were in the form of Webquest, Video Case Study or iMovie, series of lessons, interactive web assessment, or Powerpoint presentation. TIP grant funds supported each team's efforts with equipment and training.
- All team members actively participated online via the project's Blackboard website – PT3 at SNHU. Teams were able to contribute to the online discussion and communicate with each of their team members.

The Denim Deal was formed by four MSD educators and one SNHU graduate student. The team fulfilled the requirements of the Collaborative Business Deals project and is proud to present the final product for review and subsequent use in the classroom.

The Project

Project: Collaborative Business Deals

Overview: The overall purpose of this project/simulation is to combine three disciplines, history, economics, and marketing, in combination with current technologies. The project is to research historic and economic factors in the community in relation to a historical event. Using the information gathered, an interdisciplinary team will then create a marketing presentation. The goal is to convince the audience to accept the recommendations made by the team.

Student Assignment:

- Teachers of the three classes meet to agree upon possible topics and due dates for each assignment.
- Classes are introduced to the project (preferably in a large group), the process to be followed and the standards for assessment.
- The three classes meet to be organized into teams composed of three students from each class. Balancing teams may make it advisable for teachers to determine teams ahead of time.
- Possible topics and due dates given to student teams with a deadline by which they must select one or present an acceptable alternative to the teachers (3 or 4 days). There should be no duplication. Remember that resources in the school and community may be limited. Encourage teams to help each other, sharing materials which could be useful.
- Topics and due dates finalized by teacher(s). The teams would then brainstorm the types of information needed to fulfill the assignment.
- Time is allotted and the teams sign up for access to computers and other technology resources available through the school. This may include time in the school's computer lab for instruction about producing power point presentations. Depending on the level of skills demonstrated by students, this may need to be repeated or time may be offered for extra help before or after school.
- The marketing group would meet separately to compile an outline of historic and economic information needed to provide the marketing framework necessary to produce the advertising or selling presentation.
- The history and economic groups would conduct preliminary research in their respective areas.
- The three groups (marketing, economics, and history) reassemble to review the outline and research completed. Groups would continue working to complete their research for presentation at the next meeting in the form of a PowerPoint presentation.

- While the history and economics groups are conducting their research and preparing their presentations, the marketing group will research the advertising formats and styles used during the time period assigned. They will also start working on the background of the PowerPoint presentation.
- The team meets to review the PowerPoint presentations and other pertinent information discovered during the research phase for presentation of a final version.
- The marketing groups take this information and complete a presentation to create an advertising campaign that will be viewed and explained through PowerPoint (as if it is being shown to the company) or a sales presentation to sell the particular product.
- The final presentation is reviewed by the entire team prior to being presented to the teachers for evaluation and to the assembled classes via power point. The entire process should be completed within a marking period with class time set aside, perhaps one day a week, to monitor progress, hear reports and allow for questions.

Skills Developed:

- Research in economics, history and marketing
- Preparing and using a spread sheet to display data
- Writing
- Technology use (digital camera, digital video, computer, presentation system)
- Organization and presentation of data
- Working cooperatively to complete a project.

Materials/Equipment Needed:

- Computer(s)
- Digital Camera
- Presentation system (to screen or video monitor)
- Paper, pens, pencils, markers
- Scanner
- Read/Write CD-ROM

Suggested Topics:

Here are some possible alternative assignments teachers might use. They are in no particular order, teachers should add appropriate guide questions to direct the group according to its ability.

Should the Canotas brothers move their very prosperous Puritan Restaurant from Elm Street to a location on the Daniel Webster Highway in the northern section of Manchester? (this might also lead to assignments about deciding to stay “downtown” as the McQuade family did)

Jordan Marsh would like to come to Manchester in the early 1970s. Should they build/renovate a store on Elm Street or should they build on the outskirts of the city, perhaps in another community such as Bedford? (teachers might have to direct students to the Downtown Merchants Association and its strong opposition to Jordan marsh coming into the city)

Should Manchester try to attract a large commercial mall? Where would it best be located and how would the city convince retailers to move to this location? (a comparison of the Bedford Mall and Mall of New Hampshire is an alternative)

Amoskeag Manufacturing Co. has declared bankruptcy and will close as of Jan. 1, 1936. What should Manchester do to attract new businesses to the empty mill buildings?

It is 1830 and the Boston Associates are looking for a location to begin a new textile manufacturing facility. Why should they invest in Manchester?

It is the 1970s and the shoe manufacturers are moving their operations to the South or out of the U.S. how should Manchester respond to the loss of jobs and revenue from the empty factory buildings?

Samuel Blodgett thinks a canal should be built around the Amoskeag Falls. How would he convince the community and the state to support his dream? It is his plan to make Derryfield the “Manchester of America.” Is it possible? (might add or suggest discussion about the source of labor, political issues)

Should Manchester participate in the building of a civic/convention center? (this was a question several times before being done in the 1990s and groups might look at both the decision to go forward and/or decisions not to)

Will Manchester bring minor league baseball to the city? Several groups could work on this in different decades, particularly the 1940s, 1970s, and 2002-03.

Should New Hampshire participate in building a nuclear power plant (1970s)

Should an oil refinery be built somewhere on the New Hampshire coast or just offshore?
Such as at the Isles of Shoals?

Should a highway be built through Franconia Notch?

Should New Hampshire allow the creation of an Air Force Base in the Portsmouth area (early 1950s)? Or, what should be done in reaction to the closing of Pease Air Force Base?

The Amoskeag Manufacturing Co. bids on a contract to manufacture Springfield Rifles for the Union during the Civil War.

Amoskeag creates a locomotive works and starts building steam locomotives (and later steam fire engines).

Casino style gambling in New Hampshire? Why, where?

Assessments

There is a separate rubric for each of the three disciplines...history, economics and marketing. It is essentially the same for each discipline indicating that subject teachers would grade their own students.

The student's final grade will be divided into several parts, 30% of the points earned by making deadlines with the appropriate information needed and the other 70% based on the final product.

Main due dates— #'s 1-3 = 30 points, 10 each—all or nothing for required information (points off if late)

- 1) choose a topic, either from the suggested topics or an original one, to be approved by the teacher, by a date set by the team of teachers.
- 2) outline due
- 3) preliminary research due
- 4) final presentation (70 points possible)—see attached template
 - 1) presentation flows and is polished (elements of the text and pictures)—how it looks, reads, etc. & layout
 - 2) has pertinent data – the content
 - 3) uses pictures, backgrounds and graphs to properly illustrate the aim
 - 4) introduction
 - 5) writing mechanics
 - 6) teamwork—how well the group worked together, how much teacher involvement was needed (if any) to facilitate the process, how independently the group was able to work. Teams will perform a self-evaluation.
 - 7) works cited/evidence of effective research

Following is a sample PowerPoint grading Rubric to use with the students.

The following rubric will be used to grade your project. The project grade will be based upon the following evaluation scale:

A - Exemplary: 64-70 points

B - Proficient: 56-63 points

C - Acceptable: 48-55 points

D - Below Expectations: 41-47 points

F - Partially Proficient or Incomplete: Needs to be resubmitted - less than 40 points

PowerPoint Rubric

ACTIVITY	Exemplary	Proficient	Partially Proficient	Incomplete	POINTS
Research and Notetaking	9 points Notecards indicate group members accurately researched varied information sources, recorded and interpreted statements, graphics and questions and evaluated alternative points of view.	6 points Notecards show group members recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.	3 points Notecards show group members misinterpreted statements, graphics and questions and failed to identify relevant arguments.	0 points Notecards show group members recorded information from four or less resources, and ignored alternative points of view.	
Preproduction Plan - Storyboard	9 points The storyboard illustrates the slide presentation structure with thumbnail sketches of each slide including: title of slide, text, background color, placement & size of graphic, fonts - color, size, type for text and headings, hyperlinks (list URLs of any site linked from the slide), narration text, and audio	6 points The thumbnail sketches on the storyboard include titles and text for each slide and are in sequential order.	3 points The thumbnail sketches on the storyboard are not in a logical sequence and have incomplete information.	0 points There a very few thumbnail sketches on the storyboard and do not provide an overview of the presentation.	

	files (if any). All slides are numbered, and there is a logical sequence to the presentation.				
Introduction	<p>4 points</p> <p>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</p>	<p>3 points</p> <p>The introduction is clear and coherent and relates to the topic.</p>	<p>2 points</p> <p>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</p>	<p>0 points</p> <p>The introduction does not orient the audience to what will follow.</p> <p>The sequencing is unclear and does not appear interesting or relevant to the audience.</p>	
Content	<p>10 points</p> <p>The content is written clearly and concisely with a logical progression of ideas and supporting information.</p> <p>The project includes motivating questions and advanced organizers that provide the audience with sense of the project's main idea.</p> <p>Information is accurate, current and comes mainly from * primary sources.</p>	<p>7 points</p> <p>The content is written with a logical progression of ideas and supporting information.</p> <p>Includes persuasive information from *primary sources.</p>	<p>4 points</p> <p>The content is vague in conveying a point of view and does not create a strong sense of purpose.</p> <p>Includes some persuasive information with few facts.</p> <p>Some of the information may not seem to fit.</p> <p>*Primary source use is not always</p>	<p>0 points</p> <p>The content lacks a clear point of view and logical sequence of information.</p> <p>Includes little persuasive information and only one or two facts about the topic.</p> <p>Information is incomplete, out of date and/or incorrect.</p> <p>Sequencing of</p>	

			clear.	ideas is unclear.	
Text Elements	<p>4 points</p> <p>The fonts are easy-to-read and point size varies appropriately for headings and text.</p> <p>Use of italics, bold, and indentations enhances readability.</p> <p>Text is appropriate in length for the target audience and to the point.</p> <p>The background and colors enhance the readability of text.</p>	<p>3 points</p> <p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</p>	<p>2 points</p> <p>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</p>	<p>0 points</p> <p>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold formatting.</p>	
Layout	<p>4 points</p> <p>The layout is aesthetically pleasing and contributes to the overall message with appropriate use of headings and subheadings and white space.</p>	<p>3 points</p> <p>The layout uses horizontal and vertical white space appropriately.</p>	<p>2 points</p> <p>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>0 points</p> <p>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>	
Citations	<p>9 points</p> <p>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.</p>	<p>6 points</p> <p>Most sources of information use proper MLA citation, and sources are</p>	<p>3 points</p> <p>Sometimes copyright guidelines are followed and some information, photos and</p>	<p>0 points</p> <p>No way to check validity of information.</p>	

	All sources of information are clearly identified and credited using MLA citations throughout the project.	documented to make it possible to check on the accuracy of information.	graphics do not use proper MLA citations.		
Graphics, Sound and/or Animation	<p>4 points</p> <p>The graphics, sound and/or animation assist in presenting an overall theme and make visual connections that enhance understanding of concept, ideas and relationships.</p> <p>Original images are created using proper size and resolution, and all images enhance the content.</p> <p>There is a consistent visual theme.</p>	<p>3 points</p> <p>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content.</p> <p>Original images are used.</p> <p>Images are proper size, resolution.</p>	<p>2 points</p> <p>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts.</p> <p>Most images are clipart or recycled from the WWW.</p> <p>Images are too large/small in size.</p> <p>Images are poorly cropped or the color/resolution is fuzzy.</p>	<p>0 points</p> <p>The graphics, sounds, and/or animations are unrelated to the content.</p> <p>Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</p>	
Writing Mechanics	<p>9 points</p> <p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>6 points</p> <p>The text is clearly written with little or no editing required for grammar, punctuation,</p>	<p>3 points</p> <p>Spelling, punctuation, and grammar errors distract or impair readability.</p> <p>(3 or more errors)</p>	<p>0 points</p> <p>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and</p>	

		and spelling.		major editing and revision is required. (more than 5 errors)	
Teamwork	<p>8 points</p> <p>The group documents how members brainstormed, discussed, assumed roles and solved problems.</p> <p>Provides evidence that group members helped one another, shared ideas, developed and evaluated their finished product(s).</p> <p>The project is clearly a group effort.</p>	<p>5 points</p> <p>The group documents how members divided tasks, shared the workload and managed problems in a way that advanced the group goal.</p>	<p>3 points</p> <p>The group occasionally helped one another but required teacher assistance to resolve differences.</p> <p>One person documents that he/she did most of the work and/or problems were not managed in a way that advanced the group goal.</p>	<p>0 points</p> <p>The group required teacher assistance with dividing tasks and resolving differences.</p> <p>Few people contributed their fair share of work.</p>	
				TOTAL POINTS	/70

* Primary sources can include original letters and diaries, personal observations, interviews, first-hand accounts, newspaper articles, magazine articles, journal articles, Web pages, audio recordings, video productions and photography.

Standards

The following standards are from the New Hampshire K-12 Social Studies Curriculum Framework:

Economics Proficiency Standards: 5.10.1, 6.10.1, 6.10.2, 6.10.4, 7.10.3, 9.10.1, 9.10.3., 9.10.4, and 9.10.6

History Proficiency Standards: 16.6.1, 16.6.9, 16.10.3, 16.10.6, 16.10.7, 16.10.8, 16.10.11, 17.10.9, 17.10.10, 17.12.8 and 17.12.9

From the New Hampshire Curriculum Frameworks Educational Technology website:

Technology Proficiency Standards: ET - 4.1.12.1, ET - 4.1.12.2, ET - 4.1.12.3, ET - 4.1.12.4, ET - 3.1.2.3, ET - 3.1.2.2, ET - 3.1.12.1, ET - 3.1.12.2

Project Demonstration: The Denim Deal

Introduction

The year is 1873 and the Amoskeag Manufacturing Company (AMC) of Manchester, New Hampshire is seeking a contract with the Levi Strauss Company of San Francisco, California. The AMC produces a variety of cloths at its mills located on the Merrimack River in Manchester. The Levi Strauss Company has recently received a patent for a metal rivet device to strengthen pants called an “Improvement in Fastening Pocket-Openings.” The Strauss Company is going to begin production of their “waist overalls” out of brown cotton duck and blue denim.

The AMC has organized a working group of historians, economists, and marketing specialists to acquire the Strauss contract. The Denim Deal Team has produced a Power Point presentation, which it will present to the Strauss purchasing agents and Board of Directors.

[Historical Footnote: In 1873 the Levi Strauss Company and the AMC did sign a contract for heavy denim.]

History Presentation:

Establishing the setting for our cooperative exercise is the responsibility of the historians. Their task is to provide viewers with a brief history of Manchester and to compile information which the marketing students will be able to use in building their presentations. The presentation on view today is intended as a sample format which teachers could use with their classes.

Microsoft PowerPoint Presentation Attached.

Economics Presentation:

Establishing the economic setting and conditions for our cooperative exercise is the responsibility of the economist. The economist plans, designs, and conducts research to aid in interpretation of economic relationships and in solution of problems arising from production and distribution of goods and services. The economist also compiles data relating to research area, such as employment, productivity, and wages and hours; reviews and analyzes economic data in order to prepare reports detailing results of investigation, and to stay abreast of economic changes. Organizes data into report format and arranges for preparation of graphic illustrations of research findings.

Microsoft PowerPoint Presentation Attached.

Marketing Presentation

Establishing a list of economic and historic data is the first responsibility of the marketing students. Once the information is provided by both these groups, an additional list of information may be necessary depending on the findings. Marketing will then establish a recommendation based on these findings and develop a PowerPoint presentation. The main goal of this marketing presentation will be to creatively and accurately convince/sell the viewers to agree with the recommendation. The PowerPoint presentation should include graphs, charts and pictures, to substantiate and emphasize key points. This presentation should also be aesthetically by incorporating color, digital photography, clip art, animation and sound

Microsoft PowerPoint Presentation Attached.

COOL Team Checklist Components

Reflections

There was a significant amount of time planning for this project. With an already busy schedule we found it difficult to get all the team together in order to plan and move forward with the project.

As this is an opportunity to expand the knowledge and abilities of students with respect to technology, we found several limitations as a result of the lack of equipment. For example, we hoped to incorporate a live digital movie as part of the PowerPoint presentation. We were unable to find one to borrow for these purposes.

Once we were involved in the actual working on the project itself, we should have allowed the marketing team to provide a marketing outline so the economics and history groups could have a clear list of information that was needed for the marketing team.

In order to more efficiently meet deadlines and coordinate the teams' efforts, a project manager should be appointed at the beginning of the process to oversee each phase of development.

Time allotted for the COOL team education students to observe each of the disciplines included in the project would have been a beneficial learning tool.

There is a problem with software compatibility between members of the group, the schools, and the university.

Administrative Support

The success of this project will best be achieved with administrative support, including the following:

- Flexible computer lab scheduling
- Release time for economics, history and marketing instructors for planning purposes
- Flexible class scheduling
- Improvements/availability of technology.

Technology

The technology to be utilized would be Microsoft Excel spreadsheets, Microsoft PowerPoint, Microsoft Word, Photoshop, iMovie, Internet research, Blackboard, email, digital photography, and scanner. In addition, students will conduct interviews, research in libraries, historic societies and any other avenue to gather information.

Professional Development

There are a number of opportunities for professional technology development in Manchester. A schedule is available at: <http://www.mansd.org> and select teacher resources for a complete listing.

Development Team

Robert Fuller
Social Studies Teacher/Tech Mentor
Manchester High School Memorial
Manchester, New Hampshire

Stanley C. Jodziewicz
Social Studies Teacher/Tech Mentor
Manchester High School Central
Manchester, New Hampshire

Bob Lord
Social Studies Teacher/Department Coordinator
Manchester High School Central
Manchester, New Hampshire

Carlene Rose
Graduate Student
Southern New Hampshire University
Manchester, New Hampshire

Taryn Zuccala
Business Instructor/Campus Store Manager
Manchester High School Central
Manchester, New Hampshire

Resources

Teachers may visit:

Cooperative Learning: <http://curriculumfutures.org/assessment/ao3-cooperative.html>
NH Educators Online for Curriculum Frameworks Standards: <http://www.nheon.org>
Museums
Manchester Historical Society
Manchester City Library
SNHU Library