

## Lacy Morise, Milestones & Miracles LLC 6-8 Lesson

Young Entrepreneurs in Action: Lacy Morise  
Video Link: [http://youtu.be/2g0UCRpu\\_o0](http://youtu.be/2g0UCRpu_o0)

### OVERVIEW:

Before talking about entrepreneurship, students will interview each other to assess prior knowledge of the topic. Students will then watch the video about Milestones & Miracles and have a class discussion about what it means to be an entrepreneur. After the class discussion, students will re-pair to discuss what they have learned and share with the class.

### NEXT GENERATION STANDARDS:

**ELA.6.SL.C13.1** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**ELA.7.SL.C13.1** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- acknowledge new information expressed by others and, when warranted, modify their own views.

**ELA.8.SL.C13.1** engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### ENTREPRENEURSHIP STANDARDS:

- A.09 Describe entrepreneurial planning considerations
- D.26 Participate as a team member

### LEARNING OBJECTIVE(S):

- Recognize and build upon existing entrepreneurial knowledge.
- Appreciate collaboration with peers for information sharing.

### MATERIALS:

Entrepreneurship K-W-L Chart (attached)  
Internet access to conduct research (optional)  
Soft ball for ball toss

### ACTIVITIES:

1. Give students a copy of the attached KWL chart and place them in pairs for the first part of the activity. Once students have been paired, ask them to interview each other and complete the first two columns based on their partner's knowledge. Go around the room and have students share at least one thing that their partner wants to learn about entrepreneurship. Make note on the whiteboard of some common themes that emerge during share-out.

2. Show students the Milestones & Miracles video. Facilitate a discussion about how entrepreneurs come up with business ideas, the process they may go through to start the business, the inspiration that they draw along the way, ways they promote themselves, and any other topics from the Milestones and Miracles video that may be relevant to the things students said they wish to learn. Revisit the list of common themes and ask students for additional feedback during the discussion.
3. Once the discussion is complete, put students back into their original pairs to interview each other again and complete the third column about what they learned. When students are finished interviewing one another, have them again go around the room to share one thing that they have learned. This time, have students share during class discussion where each student who shares tosses the ball to a new student who will then share. Continue this activity until each student has shared at least one thing. Ask students to be sure they avoid duplicating the responses of other students.
4. *Optional:* have students conduct research in addition to the classroom discussion to find out the things they wanted to know. After the research is complete, have them share their findings with their partner during the second interview.



## Entrepreneurship K-W-L Chart

In the first column, write what your partner says he or she already knows about entrepreneurship. In the second column, write what your partner says he or she wants to know. After the video and class discussion, write what your partner has learned about entrepreneurship in the third column.

Your Name: \_\_\_\_\_

Your Partner's Name: \_\_\_\_\_

What My Partner <b>K</b> nows	What My Partner <b>W</b> ants To Know	What My Partner <b>L</b> earned