

## Andrew White, Andrew White Guitars 9-12 Lesson

Young Entrepreneurs in Action: Andrew White  
Video Link: <http://youtu.be/a5Un01YOvlc>

### OVERVIEW:

Students will practice their collaboration and presentation skills by working individually and with a team to come to a consensus about important entrepreneurial aspects. They will also explore traits and characteristics that are significant to entrepreneurship.

### NEXT GENERATION STANDARDS:

**ELA.9.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**ELA.9.SL.C14.1** present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

**ELA.10.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to set rules for democratic collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.
- propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others’ perspectives into the discussion; and clarify, verify or challenge ideas and conclusions.
- respond thoughtfully to diverse perspectives, analyze points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**ELA.10.SL.C14.1** present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task. (CCSS SL.9-10.4)

**ELA.11.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**ELA.11.SL.C14.1** present information, findings and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

**ELA.12.SL.C13.1** initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

- come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.
- propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
- respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**ELA.12.SL.C14.1** present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)

**VA.S.VAI.3** Students will:

- identify symbols and ideas to communicate meaning in art;
- determine potential content for artworks; and
- apply problem-solving skills when creating art relative to subject matter, symbols and ideas.

### ENTREPRENEURSHIP STANDARDS:

- A.01 Explain the need for entrepreneurial discovery
- B.12 Describe desirable entrepreneurial personality traits
- B.27 Demonstrate creativity
- D.25 Foster positive working relationships
- D.26 Participate as a team member

### LEARNING OBJECTIVE(S):

Identify business challenges that could potentially arise.  
Think critically to overcome challenges.  
Appreciate the rewards that come from being a successful entrepreneur.

### MATERIALS:

- The "Entrepreneurial Importance" Worksheet (attached)
- Post-it notes
- Cardstock or other display board
- Colored pencils, markers, crayons

## ACTIVITIES:

1. Begin the lesson by facilitating a discussion about what entrepreneurship is and how it affects the business world and local economies, in particular. Then, give each student a copy of the attached worksheet to write five things they think are important to entrepreneurship. These lists can include things like, resilience, strong leadership skills, being a good craftsman, etc. This worksheet should be filled out while students watch the Andrew White Guitars video.
2. Once students watch the video and complete their idea lists, place them in groups of five. Students should share their lists with each other and talk through the important aspects of entrepreneurship. Have students narrow their five lists into one collective list of the five aspects most important to entrepreneurship. Have students write each idea on a post-it note and draw an accompanying picture of what this entrepreneurial characteristic looks like. Ask students to be creative when creating this presentation board.
3. Have each group present their lists to the remainder of the class and ask classmates to rebut each aspect the group presents by backing it with solid reasoning for the rebuttal.



### What's Important to Entrepreneurship?

As you watch the video about Andrew White Guitars, write down the five things that you think are most important to being an entrepreneur.

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