

Katherine Bomkamp, Katherine Bomkamp International 9-12 Lesson

Young Entrepreneurs in Action: Katherine Bomkamp
Video Link: <http://youtu.be/fulN7R5wgTI>

OVERVIEW

Students will evaluate various aspects of entrepreneurship, like how small businesses impact their communities, problems in their community that can be addressed with a business venture, and how products can evolve into a business.

NEXT GENERATION STANDARDS:

ELA.9.W.C10.1 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.9-10.4)

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.10.W.C10.1 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.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.11.W.C10.1 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.) (CCSS W.11-12.4)

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.12.W.C10.1 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in objectives in Text Types and Purposes.) (CCSS W.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.

ENTREPRENEURSHIP STANDARDS:

- A.04 Determine opportunities for venture creation
- A.05 Assess opportunities for venture creation
- A.07 Generate venture ideas
- D.17 Follow directions
- D.26 Participate as a team member

LEARNING OBJECTIVE(S):

- Understand the impact of entrepreneurship.
- Use critical thinking to establish sample solutions to identified problems.
- Communicate effectively using written interactions.

MATERIALS:

- Pencils
- Paper

ACTIVITIES:

1. Show students the video about Katherine Bomkamp, so they may begin to think about what it means to be an entrepreneur. Facilitate a discussion about what it means to be an entrepreneur. This should include discussion about how business activities can solve problems within a community and the evolution of an idea into a business. For example, Katherine talks about how she was inspired to create a prosthetic from visits to Walter Reed Military Hospital and how it has been through multiple stages of prototyping.
2. Put students into small groups of no more than four. Give each group a piece of paper. Begin by explaining the following rules to students:
 - There will be no talking during the exercise.
 - All communication will take place in writing.
 - Each new idea that is introduced should build off of the previous ideas of the group.

STEPS:

1. Read the rules to students.
2. Pose a thought-provoking question to the group. (See sample questions below)
3. Have the group choose one student to write a response on the paper. Allow students to pass the paper around for the other group members to expand upon, rebut, or counter the first student's response.
4. After the sharing and rebutting process is complete, ask the same student who answered the first question to pose a new question, in writing, to the group.
5. Give everyone in the group an opportunity to read the first student's response, make additional notes and then think about the new question.
6. Ask someone new from the group to answer the new question.
7. Allow this process to go on until students run out of questions and responses. If a group of students get stuck, help them out by providing a new question to continue the discussion. (See sample questions below)

Sample questions - feel free to come up with your own.

- What is a problem that you can identify in your community that could be solved with an entrepreneurial venture?
- What do you think it would take to start an entrepreneurial venture in the community?
- What upcoming projects or fairs could you use to test an entrepreneurial venture?
- Who are some mentors that could help you with an entrepreneurial idea?

Optional modification: Use the same format, but allow students to discuss their ideas. Have them write a short summary of their discussion to share with the class. This modification can be implemented based on the dynamics of your class.