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| **Title** | Yarn, it’s what I do. |
| **Introduction** | As a business owner it is important to always try and find ways to get your product out to the public in order to generate more business. National Spinning has recently transitioned to 12 hour shifts which means the plant operates 24 hours a day 7 days a week. With more hours being worked and more employees, it is imperative to have orders constantly and to keep up with the competition.  National Spinning was founded in 1921 and since then they have expanded their companies to meet the high demands of their customers. They are the leading supplier in the United States of dyed and raw white short and long staple spun yarn. They could potentially be a supplier worldwide if they continue to produce high quality yarn.  With that being said, new and innovative ideas are needed to take this company to a whole new level. The creative products from the students can provide National Spinning a way to broaden their business to reach new customers as well as provide them with potential ideas on branching out and adding new divisions for the company. They already have developed two other operating divisions that include Hampton Art and Carolina NonWovens. Hampton Art produces paper and beading craft products and Carolina NonWovens produce the fibers used in insulation and bedding. |

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| **Curriculum Alignment** | My standards are for 6th grade Language Arts  RI.6.7- Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.  W.6.1- Write arguments to support claims with clear reasons and relevant.  W.6.2- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  W.6.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  SL.6.1- Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. |
| **Learning Outcomes** | * Participants will express their ideas clearly both verbally and in writing. * Participants will research types of yarn as well as companies who buy yarn. * Participants will attempt to successfully describe their business idea to a panel of people to persuade them to invest in their business. * Participants will create an ad for their business National Spinning. * Participants will write a persuasive speech and present to class/panel to try to persuade investors to buy their product. |
| **Time Required and Location** | **Day 1**- 30 minutes in the classroom to discuss assignments, create group norms, and to explain the rubric of how they will be graded. Students will receive a group contract that has been developed by the teacher that includes rules. The teacher will project the information using a document camera/powerpoint to convey directions. The students will then have to agree upon one additional rule to incorporate on the contract and then sign and date the contract. The students will receive a rubric on how they will be graded. The students will be allowed to choose their own groups of 4-5 students after all directions are given. They will have 20 seconds to do so. After the students have chosen their groups they will have 2 minutes to develop their last rule and sign the contract. The teacher will collect the contract.  **Day 1**-30-Minutes- Quickwrite- The teacher will have the students to write their definition of slogan down on a piece of paper. The teacher will ask for students to orally provide their definition of the word slogan. The teacher will show the students the following video about slogans. The video is entitled Top Ten Brand Slogans. <https://www.youtube.com/watch?v=j3al7jCmh_E>. The students will be given a WebQuest about National Spinning(Attached). They will begin working on the handout in the computer lab.  **Day 2**- The first 45 minutes of the class the teacher will show the students the following videos on YouTube entitled Shark Tank Youngest Entrepreneur is an 11 Year Old From Memphis(<https://www.youtube.com/watch?v=OH3Fy3Q70fg>) and Military Wives Win Big on Shark Tank(<https://www.youtube.com/watch?v=XRrVxHrxp5A>) The teacher will stop periodically and address the two videos. The teacher will ask the students to compare and contrast the two videos.  **Day 2** continued: The last 45 minutes of class the students will use the Internet to complete the WebQuest. The students will also computer lab to research and to fill out accompanying worksheet/project planner sheet.  **Day 3** -80 minutes of the class time will be allotted to researching/ creating ideas for business product. The students will complete the product questionnaire for product. The students will also work on creating an ad, slogan, and how they will market product.  **Day 4**-The students will have the entire class period(90 minutes) to write their persuasive essay as well as their persuasive speech on Note Cards. They will include the introduction paragraph, 3 body paragraphs and the conclusion paragraph in their essay. They will submit the essay for proofreading. They will turn in Note Cards with their key points for presentation.  **Day 5**- The groups will have the entire class period to work on assignment. Each group will receive a posterboard from the teacher in which they will create a Billboard for their product. They must include their slogan as well as images about their product. They will receive their essays back in order to make changes and to provide teacher with a neater copy.  **Day 6**- 60 minutes to present their speech and show their Billboard to the panel. The students will then complete rubric on their group members. |

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| **Materials Needed** | Facilitator List   * Directions/Worksheet * YouTube video- Shark Tank- Titles and links provided in previous section * YouTube video- Top Ten Brand Slogans   Participant List   * Handouts * Computers * Paper and Pencils * Poster paper * Colored Pencils/Markers * Yarn |
| **Participant Prior Knowledge** | Students should know the 4 types of author’s purpose(entertain, persuade, inform, and describe).  Students should know the correct format of the 5 paragraph essay (introduction, 3 body, and conclusion).  Students should know how to address audience as well as correct grammar.  Students should know how to determine if a website is reliable.  Students should know how to research particular topics.  Students should know what are slogans and their purpose. |
| **Facilitator Preparations** | * Handouts for research which will include rubric, group roles/individual roles, and expectations. |
| **Activities** | Distribute the directions worksheet as well as rubric.  Distribute the handout to help with research including project questionnaire.  The students will use the Internet to begin their research of National Spinning, yarn, and textile companies to be the intended target.(WebQuest)  Students will create the persuasive pitch as well as provide a written copy of speech to teacher before presentation.  Students will present their idea to a panel of judges from the community.  Day 1- 30 minutes in the classroom to discuss assignments, create group norms, and to explain the rubric of how they will be graded.Students will receive a group contract that has been developed by the teacher that includes rules. The teacher will project the information using a document camera/powerpoint to convey directions. The students will then have to agree upon one additional rule to incorporate on the contract and then sign and date the contract. The students will receive a rubric on how they will be graded. The students will be allowed to choose their own groups of 4-5 students after all directions are given. They will have 20 seconds to do so. After the students have chosen their groups they will have 2 minutes to develop their last rule and sign the contract. The teacher will collect the contract.  Day 1-30-Minutes- Quickwrite- The teacher will have the students to write their definition of slogan down on a piece of paper. The teacher will ask for students to orally provide their definition of the word slogan. The teacher will show the students the following video about slogans. The video is entitled Top Ten Brand Slogans. <https://www.youtube.com/watch?v=j3al7jCmh_E>. The students will be given a WebQuest about National Spinning(Attached). They will begin working on the handout in the computer lab.  Day 2- The first 45 minutes of the class the teacher will show the students the following videos on YouTube entitled Shark Tank Youngest Entrepreneur is an 11 Year Old From Memphis(<https://www.youtube.com/watch?v=OH3Fy3Q70fg>) and Military Wives Win Big on Shark Tank(<https://www.youtube.com/watch?v=XRrVxHrxp5A>) The teacher will stop periodically and address the two videos. The teacher will ask the students to compare and contrast the two videos.  Day 2 continued: The last 45 minutes of class the students will use the Internet to complete the WebQuest. The students will also computer lab to research and to fill out accompanying worksheet/project planner sheet.  Day 3 -80 minutes of the class time will be allotted to researching/ creating ideas for business product. The students will complete the product questionnaire for product. The students will also work on creating an ad, slogan, and how they will market product.  Day 4-The students will have the entire class period(90 minutes) to write their persuasive essay as well as their persuasive speech on Note Cards. They will include the introduction paragraph, 3 body paragraphs and the conclusion paragraph in their essay. They will submit the essay for proofreading. They will turn in Note Cards with their key points for presentation.  Day 5- The groups will have the entire class period to work on assignment. Each group will receive a posterboard from the teacher in which they will create a Billboard for their product. They must include their slogan as well as images about their product. They will receive their essays back in order to make changes and to provide teacher with a neater copy.  Day 6- 60 minutes to present their speech and show their Billboard to the panel. The students will then complete rubric on their group members. |
| **Assessment** | **Rubrics will be used for assessing (1) the WebQuest (2) the oral presentations (persuasive pitch), and (3) the displays/products.**  1. Handout for WebQuest  2. Rubric for Presentation to Class  3. Group Rubric |
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| **Critical Vocabulary** | Pitch- to [try](http://dictionary.cambridge.org/us/dictionary/business-english/try) to persuade someone to [buy](http://dictionary.cambridge.org/us/dictionary/business-english/buy_1) your [products](http://dictionary.cambridge.org/us/dictionary/business-english/product) or [services](http://dictionary.cambridge.org/us/dictionary/business-english/service_1) or choose you to do some [work](http://dictionary.cambridge.org/us/dictionary/business-english/work_1) for them  Persuade- cause (someone) to do something through reasoning or argument  Textile industry- or apparel industry is primarily concerned with the design and production of yarn, cloth, clothing, and their distribution.  Slogan- a short and striking or memorable phrase used in advertising  Textile- a type of cloth or woven fabric.  Yarn- spun thread used for knitting, weaving, or sewing. |
| **Community Engagement** | * Teachers/Administrators at your school * Parent Volunteers * Community Involvement * Workers of Manufacturing Companies |
| **Extension Activities** | The Extension Activities include ideas to extend this project if additional time and resources are available. |

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| **Modifications** | Assign ELL students specific roles while working in the groups.  Give them the words in both languages  Show them images of slogans in their language |
| **Alternative Assessments** | My ELL learners will be working in a group that has one student that will be able to communicate with them in Native Language. All of my students are able to speak English. |
| **Author Info** | Tasha Martinez  Kenan Fellow:   * Warsaw Middle School ,Duplin County, Warsaw NC * 6th grade Language Arts * 7 years completed * tmartinez@duplinschools.net   Mentor:  National Spinning  Founded in 1921, National Spinning Inc. is an employee-owned manufacturer and distributor of a wide variety of yarns.  They have two spinning facilities in Beulaville and Whiteville. They also have one dyeing facility in Burlington and one NonWoven Facility in Lincolnton, NC. Some of their customers include Hanes, Fox River, Julia Knit, and Gildan. |

**Project Based Learning- “Yarn, It’s What I Do**

* Participants will research types of yarn as well as companies who buy yarn.
* Participants will create an ad for their business invention.
* Participants will convince a panel to invest in their invention.
* Participants will write a persuasive speech and present to class to persuade investors to buy/market their product.

As a worker of National Spinning, you have been asked to create/invent a product that the company can use to increase production of sales or that they can sale to new customers for National Spinning. Your product could be a machine that produces quicker spools of yarn or a product that you can make in the company to ship out to new investors/buyers. The choice is yours.

Your role as a worker is to create a persuasive speech that you will present to a group of National Spinning personnel who will choose the best pitch to present to the owner of the company.

You also have to create a slogan and an ad/billboard for your product on posterboard.

Presentation- During your presentation you have to use 3 facts from your WebQuest. You will have 3 minutes for your presentation and 2-3 minutes for questions from the panel. You will inform us about your product, show us your billboard, as well as persuade us to invest in your product.

Timeline:

Day 1- Receive directions from teacher, Choose group members, Begin WebQuest

Day 2- Finish WebQuest, Shark Tank Videos, Submit Product Proposal

Day 3- Continue to research your product and answer the Business Questionnaire. Roughdraft of Persuasive Speech.

Day 4- Continue Roughdraft. Begin Billboard. Submit Rough Draft.

Day 5- Finalize Speeches. Complete Billboard

Day 6- Presentations Begin

**Product Questionnaire**

1. What is the name of your product?
2. What is the product that you will be creating?
3. Why did you choose this product idea?
4. How does this product relate to National Spinning?
5. How will your product be used?
6. Who is your intended audience? How will you market/promote your product?
7. What is the cost of your product? Why did you choose this price?
8. How do you think customers would react to this price?
9. What is your slogan for your product?
10. What changes will National Spinning have to make to accommodate your invention? Explain how this will affect their workers(i.e. hours, etc.) and how will this affect the work produced?

**Peer Evaluation Form for Group Work**

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

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| Evaluation Criteria | Group member: | Group member: | Group member: | Group member: |
| Conversations were strictly about group project. |  |  |  |  |
| Completed group assignments on time that they were assigned. |  |  |  |  |
| Prepared work in a quality manner. Their work was neat and easy to understand. |  |  |  |  |
| Cooperated and listened to one another’s ideas. |  |  |  |  |
| Gave 100% in making this group project successful. |  |  |  |  |
| Would you work with this person again? |  |  |  |  |
| Total: |  |  |  |  |

Any additional comments:

**Persuasive Speech Rubric**

**Name:**

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| --- | --- | --- | --- | --- | --- |
| **AREA GRADED** | 5  Excellent | 4  Above Average | 3  Average | 2  Below Average | 1  Failing |
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| **AREA 1: TOPIC** |  |  |  |  |  |
| Student clearly addresses the topic and does not wander. |  |  |  |  |  |
| Speech is persuasive (does audience believe?) |  |  |  |  |  |
| **AREA 2: ORGANIZATION** |  |  |  |  |  |
| **Introduction:** uses an appropriate opening(asks a question, short anecdote,etc.), gets listener’s attention and/or prepares listeners for the body of the speech. Key Points about NS. |  |  |  |  |  |
| **Body:** is clearly organized into central ideas, does a good job of persuading audience with clear reasons and examples. |  |  |  |  |  |
| **Conclusion:** summarizes key points |  |  |  |  |  |
| **AREA 3: DELIVERY** |  |  |  |  |  |
| **Eye Contact:** looks at all sections of the audience |  |  |  |  |  |
| **Vocal:** speaks at a rate that makes it easy for the audience to understand |  |  |  |  |  |
| - speaks loud enough for all to hear |  |  |  |  |  |
| **-** pronounces words distinctly and avoids fillers such as: um, uh, er, ah, ok, ya know… |  |  |  |  |  |
| **Body Language:** stands straight and avoids nervous movements |  |  |  |  |  |
| **-** uses effective gestures and mannerisms to enhance the oral delivery ie. visual aids |  |  |  |  |  |
| **Billboard**: neat, compliments speech, colorful/does not distract audience |  |  |  |  |  |
| Time: minimum of 3 min./max of 6 min |  |  |  |  |  |
| **AREA 4: QUESTIONS** |  |  |  |  |  |
| **Response:** Precise and well thought out. Seems sure of answer. Does not have to fish for an answer. |  |  |  |  |  |

**GRADE: \_\_\_\_\_\_**