



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT:** The Entrepreneur in You



## INTRODUCTION

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**Annotation:**

In this unit, students will understand the importance of successful entrepreneurs and what makes them successful through various activities, including: classroom activities, Internet research, and quizzes.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:**

Approximately 3- 90 minute class sessions or 5 – 50 minute class sessions depending upon the class discussions and culminating activity.

**Author:**

Meghan Cline and Dr. Frank Flanders, based on Entrepreneurship lesson plan from the National FFA Organization

**Additional Author(s):**

Appreciation is extended to the National FFA organization for partial use of lesson plan.

### Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

### GPS Academic Standards:

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W3 The student uses research and technology to support writing.

### National / Local Standards / Industry / ISTE:

NL-ENG.K-12.4 Communication Skills

NL-ENG.K-12.6 Applying Knowledge



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

- Students will understand the skills necessary to be an entrepreneur and the importance of entrepreneurship in a capitalistic society.

### Essential Questions:

- Why is it important to understand what makes an entrepreneur successful?

- Why is it important to understand the impact of entrepreneurship in today's society and economic conditions?
- What are the risks in owning your own company?
- Do I have what it takes to be an entrepreneur?

### Knowledge from this Unit:

- Students will be able to define entrepreneurship and describe its importance.
- Students will be able to identify successful entrepreneurs and describe characteristics that make them successful.

### Skills from this Unit:

- Students will write a research paper or create a PowerPoint about famous entrepreneur of their choice.



## ASSESSMENT(S)

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### Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing & commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

**Assessment(s) Title:**

Entrepreneurship Quiz with Key  
Entrepreneur Characteristics Quiz

**Assessment(s) Description/Directions:**

Students will take a short quiz on the basic understanding of entrepreneurship.  
Students will take a short quiz to make sure they understand what it takes to become a successful entrepreneur. Answers will vary among students.

**Attachments for Assessment(s):**

Entrepreneurship Quiz with KEY  
Entrepreneur Characteristics Quiz



# LEARNING EXPERIENCES

## Sequence of Instruction

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### 1. Warm-Up/ Interest Approach

Before class begins, write the following words on the board:

Make-up

Computer operating system

Ice cream

Facebook

T.V. talk show

When students take their seats, ask them to find the common bond the items share.

*When I say, "Go!" you will have two minutes to work with a partner to determine what these items have in common. Questions? Go!*

As the students are working to decipher what the items have in common, monitor their progress and offer ideas as to what they might have in common. After two minutes are up, give students a chance to offer their suggestions.

*Time's up! Let's hear some thoughts as to what these items have in common.*

Allow students to respond. If a student offers entrepreneurship as a suggestion within their sharing time, make an effort to ask that student to share their answer only when you call on them. They get to be the expert!

*Say, "Great thoughts, but it appears that our task at hand might be more difficult than we first thought. Even though the direct link between these items might not be clear, they all share a common bond. You might be wondering what that bond is...drum roll please... (allow student who came up with correct response to answer at this point, if no one did, proceed) these items were all products created by entrepreneurs. What is an entrepreneur? And who can be an entrepreneur?" Allow students to respond.*

*As we continue through today's lessons, it is important to be a curious learner and think about how this information could apply to you. Who knows? Today just might change your life!*

### 2. Defining entrepreneurship.

Have each student take out a sheet of scratch paper. On this paper, students will write what they think entrepreneurship means. Use this to engage the students in the definition of entrepreneurship. This exercise asks students to reflect on a question posed by the teacher, and then allows students in pairs to share thoughts, finally the pairs share with larger groups or the entire class in order to combine all students' thoughts.

*"Please take out a sheet of scratch paper. At the top of the paper, write the word 'entrepreneurship'. You will have 30 seconds to write down your own definition of entrepreneurship. Begin! Next, when I say 'Move', locate another person that is approximately the same height as you. When you have located that person, each will share his or her definition of entrepreneurship with one other. After you have shared, use both definitions to create a group definition. You will have three minutes to complete this activity. Questions? Move!"*

Give the students time to locate their partner and share his or her definitions. Please encourage them to take ideas from both definitions in order to create a new group definition.

*"I have been hearing some great thoughts! Be sure to thank your partner. Let's hear some definitions of entrepreneurship."*

As the students share, capture some of the key information from their definitions on the board.

*"Excellent work! Let's see how our definitions of entrepreneurship match up with the official definition of the word."*

Write the following definition on a writing surface.

**Entrepreneurship** – the process of a person organizing, managing, and assuming the risks of a business or enterprise. (Merriam-Webster Dictionary)

Ask the following questions after students have written the definition in their notes:

- *How did the definition from the dictionary differ from your definition you wrote earlier?*
- *What does it mean if someone "assumes risk"?*
- *What would an entrepreneur risk?*

After eliciting student responses for the questions, transition to the next objective.

*"Now that we know what entrepreneurship is, let's think about some individuals who are successful entrepreneurs and the traits they exhibit."*

Ask students to make a 3 column chart. Have them head the columns with Name & Business Name / Risks / Obstacles. In the first column, have students list names local entrepreneurs they know or who are in their community. They should also list the business they own. If they do not remember the entrepreneurs name, have the students just list the businesses name. Next, have them describe what the entrepreneurs risk by owning their own business. You may have to guide them through this by giving an example such as a work out gym owner risks time (opens early and late), money (being sued if someone gets hurt or if people quit coming to the gym for various reasons). In the third column, have the students list what could have gone wrong to keep the entrepreneur from opening a business. Example for the gym owner could include no space for a location, finding good workers, getting enough equipment, etc.

### **3. Identify successful entrepreneurs and describe characteristics that make them successful.**

Use attached "Young, Rich, & Fabulous" Worksheet to introduce discussion on successful entrepreneurs. Have students use the Internet to search for answers.

Put the students into five groups. Each group will be given the list of the five entrepreneurs responsible for creating the five items listed at the beginning of class (Mary Kay Ash, Ben Cohen and Jerry Greenfield, Oprah Winfrey, Bill Gates, and Mark Zuckerberg). Additionally, the 5 entrepreneurs' summaries will be taped on the walls around the room. Groups will rotate to each summary, read the summary, and guess which entrepreneur was responsible for that item. This is a brain-based activity that allows students to seek out information by kinesthetic or cognitive means. The teacher provides the information in various ways for students to seek.

*"Let's take a look back at the five items that were listed on the board when you came to class: Make-up, ice cream, T.V. talk show, computer operating system and Facebook. Believe it or not, these items were made possible*

*because of one or two people who had a passion for entrepreneurship. Who will tell us the definition of entrepreneurship?"*

Allow a student to share the definition.

*"In just a moment, each table will receive an activity sheet that lists the names of five entrepreneurs. When I say, "Go", your table will move to an activity sheet taped on the wall. Next, select one person to read the paragraph on the page and, as a group, determine what person is described in that paragraph. You will have thirty seconds at each page. What questions are there? Go!"*

Monitor the groups' progress as they visit each paragraph. Be sure to monitor the time and if needed, expand upon the rotation schedule. After all students have made their way to each posted activity sheet, give them the correct answers.

Next, have the students brainstorm characteristics of successful entrepreneurs. In their teams at the wall, have them turn over their paper and a recorder for the group should list as many personal character traits an entrepreneur possesses.

*"It sounds like most of you knew exactly which entrepreneurs were responsible for which item. Let's think about those specific entrepreneurs...what character traits did they possess that allowed them to be so successful? At your station, turn your paper over and make a list of all the personality traits that entrepreneur has. Go!"*

Elicit student responses. Let's take that a step further. What are some traits that you think the most successful entrepreneurs possess?

Elicit student responses. Write the following on the board.

I. Characteristics of successful entrepreneurs (explain each as you go and have students write down the definitions):

- a. Passion for their business
- b. Determination despite failure
- c. Confidence
- d. Self-determination
- e. Innovative
- f. Creativity
- g. Persistent
- h. Patience
- i. Honesty

*"Based on that list, we can see that the five entrepreneurs we have identified definitely exhibited those traits and more. By demonstrating a combination of the characteristics, each person was able to make their vision a reality. Many products, businesses, and technology advances were developed by an entrepreneur."*

### **Attachment for Learning Experiences:**

Young, Rich, and Fabulous Worksheet

Famous Entrepreneur Summaries

### **Notes & Reflections:**

May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc. If you have a large class, you may want to find the biographies of one or two more entrepreneurs to use in part 3 of this lesson so that the groups stay small.

Please read through the entire lesson and the activities before beginning this lesson. This will help guide you through the discussion.



## CULMINATING PERFORMANCE TASK

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### **Culminating Unit Performance Task Title:**

Famous Entrepreneur Research Paper

How Creative are You? Assignment

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Students will research a famous entrepreneur of their choice and write a 1-2 page paper. Required facts in this paper include:

1. Name
2. Birth date and birth place
3. Family life
4. Education
5. What they developed
6. How they became interested in their field
7. Early entrepreneurship experience
8. The risks they took to become a successful entrepreneur
9. Instances when they failed before becoming successful
10. What you learned from their perseverance

Students will complete the personal creativity assignment. "How Creative are You?" asks students to rate their creativity and describe a time when they were able to show off their creativity.

### **Notes for Culminating Performance Task:**

These are two optional culminating experiences to use with this lesson. You can have the students write a research paper or create a PowerPoint using the information or a poster with the information to hang in the room.

### **Attachments for Culminating Performance Task:**

Research Paper Rubric

Creativity Assignment





## UNIT RESOURCES

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### Web Resources:

Wikipedia – *About Facebook* – <http://en.wikipedia.org/wiki/Facebook>  
About.com – *Famous Entrepreneurs* – <http://entrepreneurs.about.com>

### Attachment(s):

### Materials & Equipment:

- Transparencies and projector or computer and projector
- Whiteboard or chalkboard
- Scratch paper
- Tape
- Sticky notes – two per student
- Copies of Famous Entrepreneur Summaries (to be placed on walls)
- Copies of Creativity Assignment for each student
- Copies of Entrepreneur Characteristics Quiz for each student
- Copies of Entrepreneurship Quiz with KEY for each student
- Copies of Research Paper Rubric to grade each students paper

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		