



MARKETING SALES AND SERVICE

PATHWAY: Marketing & Management
COURSE: Entrepreneurship: Building a Business
UNIT 1: Introduction to Entrepreneurship



INTRODUCTION

Annotation:

In this unit, students will gain an understanding of what it means to be an entrepreneur. They will assess their own personalities and skills against those of successful entrepreneurs and be engaged in a discussion of reasons for planning a business.

Grade(s):

x	9 th
x	10 th
x	11 th
x	12 th

Time:

8 days

Author:

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Additional Author(s):

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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

GPS Focus Standards:

MKT-EN-1 Understands concepts and processes associated with successful entrepreneurial performance.

- a. Define entrepreneurship.
- b. Identify and analyze characteristics of a successful entrepreneur.
- c. Identify the reasons for planning in entrepreneurial businesses.

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:



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will be able to become successful entrepreneurs by understanding the importance of writing.
- Students will understand what traits an efficient entrepreneur must possess.

Essential Questions:

- What is entrepreneurship?
- What ethical characteristics are needed in the workplace?
- Why are ethical characteristics needed in the workplace?
- Why do individuals become entrepreneurs?

Knowledge from this Unit:

- Entrepreneurial business steps

Skills from this Unit:

- Students will be able to make informed entrepreneurial choices based off of research of great entrepreneurs



ASSESSMENT(S)

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:

- Entrepreneur Match-Up Key
- Interview an Entrepreneur Movie Maker Project
- Entrepreneurial Resources and Demo Instructions
- Research a Famous Entrepreneur
- Hartman Personality Test
- Entrepreneur Personality Activity

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
 - MKT-EN-1 Understands concepts and processes associated with successful entrepreneurial performance.
 - a. Define entrepreneurship.
 - b. Identify and analyze characteristics of a successful entrepreneur.
 - c. Identify the reasons for planning in entrepreneurial businesses.
2. Review Essential Questions.
 - What is entrepreneurship?
 - What ethical characteristics are needed in the workplace?
 - Why are ethical characteristics needed in the workplace?
 - Why do individuals become entrepreneurs?
3. Identify and review the unit vocabulary.

*The day before you begin this lesson, assign a reading on “Henry Ford.” Make sure students have the list of characteristics for successful entrepreneurs. Have students label the reading where they see example of the terms. Conduct a Google search for “Henry Ford” and you will multiple sites that have the complete history of Mr. Ford and his entrepreneurial endeavors. Make sure you have a good understanding as well to conduct the discussion on Day 1.
4. Day 1
 1. Introduction: Give each student the handout “Entrepreneur Match-Up.” Give them time to match up and then check them together.
 2. Power Point Presentation: Students will use “Characteristics of a Successful Entrepreneur Note-Taking Guide” to record information from the presentation “Characteristics of a Successful Entrepreneur.”
 3. Discussion: After completing the presentation, have students to go back to the reading on Henry Ford. Now that they have been given the definitions of the characteristics, can they see any more of them present in the reading about Mr. Ford?
5. Day 2
 1. Internet Resources: Introduce the Small Business Administration to the students (SBA.gov). Familiarize yourself with the web site and all it has to offer those interested in starting their own business before presenting to students.
 2. Internet Resources: Introduce the Chamber of Commerce to the students as another resource for local entrepreneurs. Find the website for your local chamber and familiarize yourself with their site as well before presenting to students. It would be great if you can get someone to be a guest speaker in your class from your local chamber, a great resource.

3. Assignment: Give students the handout with instructions for "Interview an Entrepreneur" assignment. This project utilizes Microsoft Movie Maker. If you are not familiar with the software, it is very easy to use. There is a link on the instruction sheet that will take students through a tutorial for the software. The basics are very easy. It's more exciting than PowerPoint. Students will also need the "Interview an Entrepreneur Movie Maker Project" handout to gather their information before beginning the project. The rubric is saved as "Microsoft Movie Maker Project Rubric." I found this on the web and left the blanks for you to complete as you might change the requirements of this project.

6. Days 3-6

1. Introduction: Show video clip of this cute little 9-year old girl that started her own business. She shares her ideas of why kids should start their own business.
<http://video.google.com/videoplay?docid=3663423415855174957&q=entrepreneur&total=4014&start=0&num=10&so=0&type=search&plindex=9>
2. Assignment: Students should use class time to gather as many resources for entrepreneurs as they can. Give students the handout "Entrepreneurial Resources Demo & Instructions" for the assignment. If you do file sharing you could give them the demo file in this lesson plan to continue from for the assignment. Microsoft Excel is the software of choice for this assignment. Entries to the spreadsheet will be links to the websites listed. This is a great way to categorize and organize frequently used web resources.
3. Assignment: The final assignment for this lesson is for students to find out more about a famous entrepreneur. Give students the handout "Research a Famous Entrepreneur." Students will use Microsoft Word to create a report of their findings. All instructions are on the handout. Make a sign up list and let them choose their own person to research, but only one person per entrepreneur. Make the list a first-come, first-serve basis. Be tough on grading the reports so that students will be careful in their writing.

7. Prior to Day 7:

1. Read through the lesson and check the websites. Identify any information you want to correlate from the book you are using into the class discussions.
2. Arrange time in the computer lab for the students to take the 15 to 20 minutes Harts Personality test online and to research the three websites to define entrepreneur and entrepreneurship.
 - *Note: The students will take two versions of this personality test. The first gives basic information. The second gives more detail.
 - (Note: I took the test and received no solicitations, just a reminder to check my results.)
 - (Note: Also recommend having Dr. Hartman's book for further personality exploration)
3. Make all copies needed for the lesson.
 - Student Project Sheet
 - A Hart's Color Test hard copy (PDF files 1-5)
 - A Hart's color analysis (PDF files 6-9)

8. Day 7-8

1. Upon student's entering the class, have the students take the Hart's Color test on computer. (www.thecolorcode.com) Student's should print their results.

2. After the students have completed the Hart's color test and recorded their personality traits, students should look for personality characteristics as well as a definition.
 - <http://www.smallbusinessnotes.com/choosing/whatis.html>
 - <http://en.wikipedia.org/wiki/Entrepreneur>
 - <http://students.about.com/od/becominganentrepreneur>
3. Have the students return to the computer Harts Color Test on computer (www.thecolorcode.com) and retake the test. This time they are answering the questions as if they were the entrepreneurs they researched. Have the students print out the results or record in their notebook.

*Note: Some of the literal minded students will get confused on the questions due to the fact the questions say as "a child." Tell them to answer the questions based on the research.
4. Ask the students to compare and contrast their personal results with their chosen entrepreneurs. Ask students to share their results and discuss. "What are some similarities you share with your entrepreneur? What are some differences? Which characteristics do you wish you had? Why or why not?"
5. After a thorough discussion, hand out the other Color Test and have the students complete this version of the color test. This test is for the student.
6. After everyone has completed and scored their sheets, hand out the color analysis sheets. Ask the students to review the information and compare their two personal tests. Ask for volunteers to see if there are changes, and if so why do they think so? Discuss their new or enhanced color characteristics with volunteers.
7. Ask the students to define and give characteristics of an entrepreneur. Ask the students "do you have what it takes to be an entrepreneur? Why or why not?"

*Note: After doing the research on an entrepreneur, several of the students will realize that they do have what it takes to be a successful entrepreneur and that their answers to the test may have changed due to their recent experiences (research), future experiences, and their new knowledge.

Attachments for Learning Experiences:

- Entrepreneur Match-Up--See attached sheet--See Entrepreneur Match-Up Key
- Characteristics of a Successful Entrepreneur Note-Taking Guide--See attached sheet--Based on student performance
- Interview an Entrepreneur--Students will need computer lab time and the "Interview an Entrepreneur Movie Maker Project"--See rubric titled "Microsoft Movie Maker Project Rubric."
- Entrepreneurial Resources and Demo--See attached sheet--Based on student performance
- Research a Famous Entrepreneur--See attached sheet--See rubric
- Hartman Personality Test--Students will need computer lab time in order to complete the personality test online in order to gain an understanding of their own personality traits and to see if they possess

the traits of a successful entrepreneur. Test will be taken several times. See teacher notes for guidelines of use.

- --Assessment based upon student performance.
- Entrepreneur Personality Activity--See attached project sheet.--Assessment based upon student performance

Notes & Reflections:

- Day 1: Introduction, PowerPoint
- Day 2: Internet resources, Interview an Entrepreneur
- Day 3-6: Entrep. Resources Demo & Instructions, Research a Famous Entrepreneur
- Day 7-8: Entrepreneurship Personality Activity



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:



UNIT RESOURCES

Web Resources:

- <http://www.smallbusinessnotes.com/choosing/whatis.html>
- <http://en.wikipedia.org/wiki/Entrepreneur>
- <http://students.about.com/od/becominganentrepreneur>

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input checked="" 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		