

Lesson Plans: SS AHis LPQ4 034 Modern Day Female Entrepreneurs

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Grade Level : Grade 11

Subject : Reading - Middle, Social Studies - High

Standards/Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grades: 9-12

Florida Sunshine State Standards

American History

1: Use research and inquiry skills to analyze American history using primary and secondary sources.

SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.

Grades: 9-12

Florida Sunshine State Standards

Economics

2: Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.

SS.912.E.2.3 Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.

Description/Abstract of Lesson: Students will describe in paragraph form the lives in and various accomplishments of the modern day female entrepreneurs such as Oprah Winfrey, Coco Chanel, Debbi Fields (Mrs. Fields), and Martha Stewart. Students will explain with at least 3 supporting arguments why these female entrepreneurs are important in today's society.

Essential Question- Scope & Sequence: **How has the role of women evolved in today's society?**

Technology Connections and Teacher Materials: A picture of or an issue of Time Magazine's "Person of the Year" issue. Internet Access (to view the individual websites of each entrepreneur: Debbi Fields, Martha Stewart, Oprah Winfrey, and Coco Chanel) *Person of the Year* assignment handout A sample of a completed "magazine"

Duration : 2 Days

Steps to Deliver Initial Instruction:

- Briefly review with students the definition of entrepreneur. This lesson will research specific famous female entrepreneurs as well as provide students the opportunity to interview members of the local community to find local entrepreneurs.
- At the outset of the lesson, show the students a picture of or an actual issue of a Time Magazine "Person of the Year" issue. Ask the students if they have ever seen a Time Magazine issue like this or if they have read one before.
 - If they have not, briefly explain what the "Person of the Year" article is. It is important to emphasize that the article focuses on his or her life story, accomplishments, and why he or she was chosen.
 - Next, inform the students that it is their turn to write a "Person of the Year" issue of Time Magazine on the entrepreneur they were assigned the day before.
 - The students should have already done research on their entrepreneur (this was assigned as homework in lesson 1) and can now split into their groups to work together on writing the article for the issue.
 - Pass out the "Person of the Year" assignment handout and go over the directions with the students.

Continue under Small Group Instruction

Independent Practice:

- To begin the lesson, have two desks facing each other in front of the class. The teacher will demonstrate two "interviews" with a student role playing as some kind of celebrity or famous figure. For the first interview, the teacher must act rudely and impolitely to the interviewee, chew gum, wear sloppy clothing, pay no attention, ask off topic questions, etc. The goal of this first interview is to demonstrate to students what not to do while conducting an interview. For the second interview, the teacher will act much differently by doing the opposite of what was done in the first interview. The goal of this interview is demonstrate to students what to do while conducting an interview. This is a chance for the teacher to grab students' attention

by getting into character and drawing them into the lesson. It is also important to make each interview distinctly different from one another because students will use this to fill in their "Conducting an Interview" worksheet.

- After the teacher conducts the "interviews," pass out the "Conducting an Interview" worksheet. Using information based on the demonstrations and students' own knowledge, as a class, fill in the worksheet. The teacher should write student responses on the board or an overhead.
- Provide the students with a list of local businesses in a variety of types (i.e. restaurants, law offices, salons, etc) and phone numbers. Have them choose 1 business they would like to interview the owner of and 2 alternates. Also give them the "phone contact script" sheet to use when calling the business (see attached).
- Pass out the "Preparing Questions" worksheet. Have the students work in pairs or individually to begin developing questions they may ask during the interview. The teacher will circulate around the room, aiding students as needed.
- Students should conduct interviews with identified local business owners. If not available, students could interview school administrators, church leaders, or other community leaders.

**Differentiated
Instruction/Small
Groups:**

- If the students have not done enough research, they may use the classroom computers or go to the media center to find additional information. Give each group a copy of *Person of the year* assessment (below). Allow students class time to work on their magazines. Each student must take responsibility for one article. The group should share, or one member volunteer, to design of magazine cover:
 - Toward the end of the class period, have the students go back to their normal seats and show the class the official websites for each of the female entrepreneurs they are covering. Point out the different features of the website, products, etc.

Continue with Independent Practice.

**ESE/ESOL
Accommodations &
ESE/ESOL
Strategies:**

Introduce new vocabulary with clear definitions and repeat those new words as frequently as possible. Present new information to students in small sequential steps, allowing the student to concentrate on one thing at a time. Use questioning techniques and student activities appropriate to developmental language stage of the LEP student. Utilize outlines, charts, graphic organizers and advance organizers during class presentation.

**Lesson
Closure/Review:**

- Students should share their interview findings with the class to show how entrepreneurs operate in the local community.
- Each student group should display *their Person of the Year* magazine and allow class mates to review.

**Assessment with
Clear & Compelling
Product Standards:**

Person of the Year Assignment

- Imagine your group's entrepreneur was just chosen as Time Magazine's Person of the Year. Your job is to write three articles about your person in the following areas:
 - A general biography
 - Why they have been chosen as Person of the Year
 - A major accomplishment/contribution of your person
- Remember to give your articles a title, the person or people who wrote it, and include at least 1 picture per article.
- Neatness also counts!
- You must also design a cover for your magazine. Make sure you include the title of the magazine (Time) and a picture of the person your group is writing about. Be creative in your design of the cover!
- Each group member is responsible for an article. If there are more than 3 people in your group, two people can work on one article together.
- Your grade will be based on neatness, creativity, the articles, and your group's presentation of the magazine to the class.

Creator : Middle SS Content Team

Date Created : August 08, 2008

Date Modified : November 29, 2011