Lesson Title: My own business will succeed!
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Target grade and subject: Second Grade/Social Studies, Economics

Lesson Overview
The Overall theme/topic to be addressed is how businesses in the local communities meet economic wants of consumers and how they succeed.
This lesson plan connects to the curriculum at my school by learning about local businesses and what consumers want. Also, students will learn how to make their own business succeed in their town. With this lesson I hope to accomplish the awareness in students that what they want and what other consumers want is reflected in local businesses. I want students to see that location, theme, presentation all play into meeting the economic wants of consumers.

Sources to help the teacher and learner
Newberry News and Sault Evening NewspapersVarious brochures from Newberry, MI and Sault Ste. Marie, MI

Learning Objectives
At the end of this lesson students should be able to compare physical and human characteristics (theme of place) of Newberry, MI to that of Sault Ste. Marie, MI including businesses relating to the Soo Locks/Lake Superior to that of Tahquamenon Falls. They will describe businesses in both cities (comparing what type of economic activity (eg. tourist attractions, restaurants) are there for the shipping/ore boats coming through the Locks and natural resources at Tahquamenon Falls) and how they help the economy. Students use their knowledge of “economic wants” to make up their own business on a poster.

Time spent on lesson
4-5 days

State Benchmarks
2 – E1.0.2 Identify businesses in the local community.
2 – E1.0.3 Describe how businesses in the local community meet economic wants of consumers
2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.
2 – G2.0.2 Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

Materials Needed
For the class: one computer for two students
For students: many different brochures (3-4 copies of each) of tourist attractions and businesses from the area of Newberry and Sault Ste. Marie newspapers (Newberry News, Soo Evening News), enough so that each pair of students has one glue chart paper markers, crayons, pencils
New Vocabulary

wants desires for goods, services, feelings, and other things we would like to have, but do not need
business an organization engaged in the trade of goods, services, or both to consumers.
consumer a person who buys and uses goods and services.
goods and services a good is something you can touch and a service is something someone does for you
economic wants desires that can be satisfied by consuming a good, service or leisure activity
tourism making money when people are on vacations and visits to places of interests
succeed achieve what one aims or wants, lead to the desired result
go out of business to stop doing business

Focus Questions
What do kinds of things to people want to buy in Newberry or Sault Ste. Marie?
How do the businesses in Newberry or Sault Ste. Marie make money?
How do businesses in Newberry or Sault Ste. Marie succeed?

Classroom Activities
1. TTW (the teacher will) will brainstorm with the students (on chart paper) what they think residents and tourists (consumers) need or want in a town (eg. Need to eat at restaurants, tourists like to by souvenirs.). TTW will also discuss new vocabulary, businesses, consumers and economic wants.
2. TTW pass out Newberry brochures and newspapers to student groups of four. The students will cut out pictures from the brochures and newspapers of local businesses and paste them on a paper or chart paper (*see attached sheet). Also, students will be encouraged to look at their maps (from the previous lesson of “Comparing two towns” of other possibility of businesses in the area. By looking through brochures and newspapers, the students will be doing what tourists and the locals do to find out what is happening in Newberry and what to buy.
3. TTW will allow students to search the web for businesses in the Sault Ste. Marie area. They will print out the pictures of businesses and paste them on a paper or chart paper (*see attached sheet).
4. TTW have the students circle the businesses of each town that are similar on the paper. (Sault Ste. Marie has a lot of businesses dealing with tourism about the Locks and Newberry has a lot of businesses dealing with Moose (Newberry is the Moose capital of Michigan) and Tahquamenon Falls.
5. TTW ask the students to come back to the carpet as a group and discuss with students what they circled the most. Answers will vary, but most will say the Locks/ore boats for Sault Ste. Marie and moose and the falls for Newberry. TTW ask what the businesses sell and why do they sell it. Answers will vary, but will include tourists come to these towns and in order to make money businesses sell souvenirs and in turn tourists also want souvenirs. People want the experiences of taking tours on the Tahquamenon river and through the Locks so businesses will make that happen by offering tours with boats and people are willing to pay a lot to take those tours. Some students may say restaurants also because people want to eat when they visit the towns. These businesses will make a lot of money. The restaurants that have a theme of the falls or the Locks will probably make more money than other businesses. TTW discuss why location is important for business. (A business in the forest will not do as well as if it were by the tourist attraction.) TTW also discuss why making a surfboard shop in Newberry would not be a good idea. Answers will vary, but may include we do not have waves from the ocean, the shop will go out of business because nobody will want a surfboard. TTW also discuss with students what businesses they think will stay for a long time or ones that may not and why that is.
6. Students will go back to their seats to complete the *economic wants sheet. This will also be an
assessment of the understanding of the first part of the lesson. They will also draw their economic want, based on the pictures on their paper.

7. TTW will now ask the students to form pairs or work alone. Based on everything they have learned so far, students must make a business of their own. They will first use the *business guide sheet to answer questions. The students will then show the teacher their answers. TTW then tell the students they may draw their business and the location or if they need to work on their answers more. The teacher may help where needed.

**Extension activities**
The teacher can take the students on a field trip to a local successful business and talk with the owner. The students can make a brochure of their business after they finish their poster.

**Assessment**
Economic wants sheet (see rubric)
“My own business” poster (see rubric)
Name____________________________________

Please have your group paste pictures of local businesses in our town by cutting out pictures from brochures and newspapers.

Newberry Area Businesses
Name____________________________________

Please have your group paste pictures of local businesses from the town of Sault Ste. Marie by cutting out pictures you have printed from the web or from brochures and newspapers.

Sault Ste. Marie Area Businesses
How do the businesses of the towns of Newberry and Sault Ste. Marie meet the economic wants of the consumer? (What do consumers want and how do businesses help them?)

As a consumer what is your economic want? Choose one picture of Newberry or Sault Ste. Marie and draw it here.

Do you think this is a successful business? Why or why not?
My own business guide sheet.

Use this sheet to guide you in making up your own business. Remember, you do not want your shop, restaurant, etc. to go out of business, so plan carefully.

Where is my business located (Newberry or Sault Ste. Marie)?

What kind of business do I want?

What will people want to buy (what can my business offer people)?

What will help my business succeed (theme, location, etc.)?

1. Draw your business on poster-board (first with pencil).
2. Name your business.
3. Draw the location.
4. Write and draw what people can buy at your location.
5. Write and draw how your business will succeed in Newberry or Sault Ste. Marie.
6. Color your poster.
7. Staple your *Economic want sheet to your poster. This is part of your grade and is on the rubric.

Remember, if your business was in a brochure would people want to visit? If not, you must re-visit your answers above.
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Attractiveness</td>
<td>The poster is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The poster is attractive in terms of design, layout and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
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<tr>
<td>Required Elements</td>
<td>The poster includes all required elements (name of the business, a list of goods and services the business provides, and one reason consumers will benefit from using the business) as well as additional information.</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td>Economics wants sheet</td>
<td>Answers and picture had much detail that explained economic wants which helped make the poster.</td>
<td>Answers and picture had some detail that explained economic wants which helped make the poster.</td>
<td>Answers and picture were not detailed enough. Explanation was unclear.</td>
<td>Either the answers and/or picture were missing details or explanations.</td>
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