

Researching Local Business Lesson Plan

Overview:

In this project, students will research and present information about a local business that they think could be featured on Making It Up North, a PBS station that highlights local entrepreneurs in a video series. Throughout the project, students will learn about entrepreneurialism and the benefits that local business brings to our economy. They also have an opportunity to learn from entrepreneurs that have already found success on the local level, so be able to see how much work it takes to really “Make It.” At the end of the unit, students will present their business to the class in a role-play scenario presentation.

Purpose:

The purpose of this activity is to help students understand the foundation of a business, how a company finds success through growth, and how local entrepreneurs are developing hobbies and interests into careers.

Objectives:

- Students will use prewriting skills and inquiry tools to generate and organize information, guide writing and answer questions.
- Students will develop and apply speaking skills to communicate ideas in a variety of situations
- Students will listen to, summarize, and explain information being communicated
- Students will utilize available media to enhance communication

Day 1

Watch the [intro to Making It Up North](#) to prepare the class for the type of videos they will be watching throughout the lessons.

1. Explain the Research Project, its learning purpose, and expectations.
2. Discuss the standards that will be used for grading the project.
3. Introduce several teacher-selected Making It episodes to share. Make sure they know how
4. Give students time to look at the companies’ websites, before making a decision.

Tip: Share the Skeleton of the research presentation during this introduction period very briefly. We will give the students this later in the lesson.

By the end of class, students should understand the research project and either have selected a local business, or are narrowing down their decision. They should have a local business selected to present to WDSE/WRPT for an episode!

Note: Students don’t HAVE to actually present this to WDSE/WRPT, but that is the role-play scenario during the presentation of their research project.

Day 2

Watch an episode of [Making It Up North](#) and gather as much information on the business you have selected as you can. Take notes, because a lot of this information will go into presentations.

Have a checkpoint meeting with students to make sure that they remain on-task.

Note: Make sure they double check that the business they have selected has not been featured on the show AND that it is indeed a local business.

Day 3-4

Introduce [Presentation Template](#).

Students should be taking notes, emailing and calling the business, doing more research, and finding out as much information as possible. If students are not finding enough information, then they should pivot to a different business. We introduced the Presentation Template so that students know what questions to ask.

Have checkpoint meetings during each class period.

Day 5

Powerpoint Development.

Students should be putting their notes and other information into their own presentation.

Day 6-7

Students should present their presentations to the class. Remember, that the role play in this scenario is that they are trying to find a new local business to be featured on Making It Up North.

Resources:

Presentation Skeleton:  Making It: Presentation

Making It Up North Video Library: <https://makingit.wdse.org/>