

Sweet Auburn

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H7: The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

c. Explain the roles of Booker T. Washington, W.E.B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.

SS8E3: The student will evaluate the influence of Georgia's economic growth and development.

a. Define profit and describe how profit is an incentive for entrepreneurs.

b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Enduring Understandings/Essential Questions

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What elements determine whether a business will be successful?
- What is an entrepreneur?
- What does an entrepreneur need to develop a successful business?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Who was Alonzo Herndon?
- What was Herndon's role in developing African American owned businesses?
- What issues did African Americans face when starting a business?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Sweet Auburn scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 60 minutes

Divide the class into four groups. Each group will create an idea for a business. Assist groups, using the attached list, if they get stuck. Considerations should include: what will make money, what does the community need, how difficult are different types of businesses to start, whether qualified employees are available, how much money it will cost to start, and how much competition there is. Each group should create a proposal for its business. Each group presents its proposal to the rest of the class. After the class has heard all proposals and asked questions, the class will vote to determine which proposal(s) to fund.

Attachments for Step 2

Title: Potential business ideas

Description: List of potential ideas for businesses, including how each idea relates to considerations.

Assessment

1. Class discussion using Essential Questions.
2. Participation in creating a business plan.

Total Duration

75 minutes

Participation in Creating a Business Plan

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Works with group to create an innovative concept for a new business</i>	Does not work with group to create concept.	Discusses other people's ideas but does not contribute original ideas.	Contributes original ideas and makes persuasive arguments to the group.	Contributes original ideas, makes persuasive arguments for these ideas, and leads group in reaching consensus on final concept.
<i>Creates logical plan that addresses considerations</i>	Does not work with group to create plan.	Works with group to create plan that addresses four of six considerations.	Works with group to create plan that fully addresses all six considerations.	Leads group to create innovative, logical plan that fully addresses all six considerations.
<i>Presents plan to class</i>	Does not participate in presentation.	Participates minimally in presentation.	Discusses important sections persuasively during presentation.	Leads presentation, convinces class to choose concept and plan.

Potential Business Ideas

Grocery Store

There are probably many grocery stores in the area, but everybody always needs to buy food, and people need grocery stores to be near their homes. People are more likely to pay close attention to grocery prices, because people spend such a large portion of their budgets on food. So, the way to make money selling groceries is to sell a lot of groceries while not making a very large profit on any one item. Employees do not need to be highly skilled or highly educated. You will need to get supplies daily, and you will need to pay attention to keeping food fresh.

Insurance Company

Everybody needs to buy insurance (car, home, health, life, or many other kinds of insurance are available). You will need to have well-educated employees. If you are in a retail storefront, you may pay very high rent compared to how much business you bring in off the street. But if you are located in an office park, you may have to spend more money on advertising.

Factory

You need to make sure you have good roads, or even rail lines nearby so that the goods you manufacture can leave your factory. You will need a large lot, so it's better to be located in a less-expensive area. Your factory may produce pollution, so you may encounter resistance or even protests if you try to build your factory near a residential area. But you don't want to go too far away, because you need your employees to be able to get to work. You need skilled workers, but your employees don't need to be highly educated.

Restaurant

The fancier the restaurant, the fewer people will be able to afford it. How wealthy are the people in the neighborhood? How many people will want to go out to eat instead of cooking at home? Employees do not need to be highly skilled or highly educated. You will need to get supplies daily, and you will need to pay attention to keeping food fresh.

Clothing Store

You can make a lot of profit at a clothing store. The amount of profit you make will depend on how expensive the clothes are, but keep in mind that fewer people will shop at your store if it's too expensive. Employees do not need to be highly skilled or highly educated. You need to figure out how to keep people from shoplifting.