

# Famous Entrepreneur Project

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## OVERVIEW

For this assignment students will search the Internet to find famous entrepreneurs and determine their road to success. Students will predict what it takes to be a successful entrepreneur.

## TIME REQUIRED

Five class periods

## GRADE LEVEL

12<sup>th</sup>

## COURSE

Entrepreneurship

## TARGETED NBEA STANDARDS

Entrepreneurs and Entrepreneurial Opportunities

- I. Entrepreneurs and Entrepreneurial Opportunities: Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics.

## OBJECTIVE(S)

1. The students will choose two entrepreneurs and create a brochure, using a template, that provides information about the entrepreneurs and their “keys to success.”
2. The students will prepare a presentation using the information they researched for their brochure.

## FOCUS QUESTION(S)/STATEMENT(S)

Write the item(s) listed below on the board, prior to students entering the room. Invite students to respond, in writing, on paper or on their laptops/netbooks.

- Name some entrepreneurs in the world who are now considered FAMOUS.

## STEPS

### 1 Teacher

Reviews objectives (which are projected or written on the board) with students. Asks students to share/discuss answers to the focus question(s)/statement(s).

After a discussion about the focus question, asks students to select two entrepreneurs they admire. Examples include Bill Gates, Wal-Mart's founder Sam Walton, Wendy's founder Dave Thomas, Martha Stewart, Mary Kay, Paige Rolfe, Oprah Winfrey, Anita Roddick, Raul J. Fernandez, etc.

### Student

Searches the Internet for individuals who are successful entrepreneurs.

## **2 Teacher**

Demonstrates, using some examples on the Internet, that the Internet has the backgrounds of many entrepreneurs. Provides and reviews the entrepreneur worksheet and rubric.

### **Student**

Asks questions about the worksheet and rubric. Investigates the backgrounds of the entrepreneurs chosen to determine the factors that will lead to success in business.

## **3 Teacher**

Teacher demonstrates how to use the brochure wizard that is part of Microsoft Word.

### **Student**

Prepares a brochure that could be distributed to individuals who want to learn what it takes to be a successful entrepreneur. Includes advice that may be given by the entrepreneurs themselves. Documents sources, including websites.

## **4 Teacher**

Demonstrates how to use PowerPoint for those students who require this information.

### **Student**

Prepares a three-minute PowerPoint presentation for the class. Includes information on each of the two entrepreneurs selected, as well as advice given by each.

### **CONCLUSION AND SUMMATIVE ASSESSMENT OF OBJECTIVES**

To make sure students meet all objectives, the teacher asks questions related to the objectives. This will help reiterate the objectives of the lesson. Both the brochure and the PowerPoint presentation will be evaluated using the rubric.

### **RESOURCES/MATERIALS/EQUIPMENT**

- Computer with Microsoft applications, including Word, PowerPoint, and the brochure wizard, one per student
- Computer lab time, if individual computers are not available

### **MODIFICATION/VARIATION STRATEGIES**

Students can pair up and work on the brochure together. Students can prepare two brochures on the entrepreneurs of their selection, and list the mistakes that they believe the entrepreneurs made. The project could also be turned into a research report—students would track the moves and decisions their entrepreneur of choice makes throughout the school year.

### **ACCOMMODATIONS**

The specific IEP of students will dictate the type of accommodations provided. Handouts could be provided for students who need the visual in their possession. Adaptive technology could also be implemented to the student's advantage. Time modifications could also be made depending on the specific need of the student.

## Table 7.4: Famous Entrepreneurs

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Entrepreneurs' Names:

**Choose two entrepreneurs** (e.g., Bill Gates, Sam Walton, Dave Thomas, Martha Stewart, Mary Kay, Paige Rolfe, Oprah Winfrey, Anita Roddick, Raul J. Fernandez) and investigate their backgrounds:

- Where they were born
- Their level of education
- Volunteer work they completed
- Job titles they have had
- Where they currently live
- Additional interesting information.

**Use the Internet to find the answers** to some of the questions above and some of your own original questions you may have about the people you have selected. **The most important piece of information to find is “the factors that seemed to lead to success in business.”**

**Use the Brochure Wizard to make a brochure** for the class. This brochure should address what it takes to be a successful entrepreneur. Include any advice that may be given by the entrepreneurs to young upcoming professionals (like you!). It is very important that you document your resources, including websites.

**Then prepare a PowerPoint presentation for the class.** This presentation should be three minutes or less and should include information on each of the two entrepreneurs selected as well as any advice given by the entrepreneur.

Thank you for your hard work!!

## Table 7.5: Rubric—Keys to Entrepreneurial Success

<b>Objective 1: The students will choose two entrepreneurs and create a brochure, using a template, that provides information about the entrepreneurs and their “keys to success.”</b>				
	4	3	2	1
Content - Accuracy	All facts in the brochure are accurate.	Most of the facts in the brochure are accurate.	About half of the facts in the brochure are accurate.	Fewer than half of the facts in the brochure are accurate.
Typos/Grammar	No typos/ grammar errors occur.	No more than three typos/grammar errors occur.	No more than six typos/grammar errors occur.	Several typos/ grammar errors occur and make meaning for the reader difficult.

	4	3	2	1
Sources	Careful and accurate records are kept to document the source of all of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of most of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of half of the facts and graphics in the brochure.	Sources are not documented accurately or are kept on less than half of the facts and graphics.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer about half of the questions related to facts in the brochure and to technical processes used to create the brochure.	Student appears to have little knowledge about the facts or technical processes used in the brochure.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

**Objective 2: The students will prepare a presentation using the information they researched for their brochure.**

	4	3	2	1
Content - Accuracy	All facts in the PowerPoint presentation are accurate.	Most of the facts in the PowerPoint presentation are accurate.	About half of the facts in the PowerPoint presentation are accurate.	Fewer than half of the facts in the PowerPoint presentation are accurate.
Typos/Grammar	No typos/ grammar errors occur.	No more than three typos/grammar errors occur.	No more than six typos/grammar errors occur.	Several typos/ grammar errors occur and make meaning for the reader difficult.
Sources	Careful and accurate records are kept to document the source of all of the facts and graphics in the PowerPoint presentation.	Careful and accurate records are kept to document the source of most of the facts and graphics in the PowerPoint presentation.	Careful and accurate records are kept to document the source of half of the facts and graphics in the PowerPoint presentation.	Sources are not documented accurately or are kept on less than half of the facts and graphics in the PowerPoint presentation.
Knowledge Gained	Student can accurately answer all questions related to facts in the PowerPoint presentation and to technical processes used to create it.	Student can accurately answer most questions related to facts in the PowerPoint presentation and to technical processes used to create it.	Student can accurately answer about half of the questions related to facts in the PowerPoint presentation and to technical processes used to create it.	Student appears to have little knowledge about the facts or technical processes used in the PowerPoint presentation.
Attractiveness & Organization	The PowerPoint presentation has exceptionally attractive formatting and well-organized information.	The PowerPoint presentation has attractive formatting and well-organized information.	The PowerPoint presentation has well-organized information.	The PowerPoint presentation's formatting and organization of material are confusing to the reader.

**Grading Scale: A 40-36 | B 35-32 | C 31-28 | D 27-24 | F Below 24**