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Content Area(s): Social Studies - Entrepreneurs

Grade(s): 4th

Learning Goal(s)/ Standard(s)	<p>B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <p>B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events</p> <p>B.4.7 Identify and describe important events and famous people in Wisconsin and United States history</p> <p>RS.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why based on specific information in the text.</p> <p>WS.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>
Instructional Objectives	Students will research famous Wisconsin entrepreneurs from the 19 th and early 20 th century, become a part of a living museum where they describe to peers their entrepreneur's role in Wisconsin's history, and write a one to two paragraph essay about their entrepreneur.
Assessment (Criteria/Look Fors)	Students are able to choose an appropriate Wisconsin entrepreneur. Students are able to research using appropriate technology. Students are able to explain who their person is, what they did, and how they had an effect on Wisconsin's history.
Academic Language Focus	Entrepreneur – people who start new businesses and are good at finding new ways to make money Biography Autobiography
Questions	Who is your Wisconsin entrepreneur? What did they sell or create? How did they become famous in Wisconsin? What was their history? How did they affect Wisconsin?
Materials	<u>Famous Wisconsin Inventors and Entrepreneurs</u> by Marv Balovsek <u>Wisconsin Portrait: 55 People Who Made a Difference</u> by Martin Hintz <u>Wisconsin: Our State, Our Story</u> by Bobbie Malone, Kori Oberle, and Susan O'Leary Computers

	<p>Notebooks</p> <p>Pencils</p>
<p>Instruction Procedures Time (Total & Specific)</p> <p>Day 1, Introduction:</p> <p>Days 2 – 9:</p> <p>Day 9/10, Presentation:</p> <p>Final Assessment:</p>	<p>Time: Approximately 7-10 days depending on class size, work time, and resources</p> <p>After viewing the Webquest, (http://explorewisconsinhistory1820-1914.weebly.com) students should have an idea of the definition of entrepreneur. You may revisit this, depending on how long ago your Webquest was done. Write entrepreneur on the board and ask students to brainstorm ideas from what they remember, or what they know now about entrepreneurs. Use guiding questions to help generate thinking. Provide them with definition once done with this introduction. Introduce the project, criteria, and allow students to ask questions if they need to. You may also begin to brainstorm a class list of entrepreneurs, test your students' knowledge of historical Wisconsin figures. You may also introduce the texts from the materials section. These can be used to guide students to choosing an entrepreneur.</p> <p>Read <u>Wisconsin: Our State, Our Story</u> chapter 9, lesson 6. Choose an appropriate length of time for research to ensure your students are thorough and are able to “become” their person. Provide students with a sample and instruction sheet to aid in their research and initial work. Students will need time to research their entrepreneur on the internet, in the library, or through other sources. The time requirements are up to you as the teacher and the resources that are available to you.</p> <p>Students will “become” their entrepreneur and present themselves as a part of a living museum. Fellow students will have the opportunity to interact and ask questions about their fellow historical figure. Students have the chance to dress up, bring props, or anything else that will aid them in their presentation.</p> <p>Students will produce a one to two paragraph essay about their entrepreneur. This essay will include the key details they discussed in their walking museum and may help to extend their thoughts further while assessing writing.</p>
Closure	<p>As a class, reflect on the group of people that helped create withstanding businesses in Wisconsin. How many are still around today? Have some moved out of Wisconsin? Take the time to discuss each contribution these entrepreneurs made to Wisconsin.</p>

Name: _____ Date: _____

Entrepreneur Research

These are ideas you should think about while researching your entrepreneur.

1. What is an entrepreneur?
2. What is your entrepreneur's name?
3. Tell at least three things about your entrepreneur (family life, where he/she was born and lived, schooling, jobs, etc.).
4. What business did your entrepreneur begin?
5. How did your entrepreneur begin his/her business?
6. What made them want to start it?
7. How successful was your entrepreneur?
8. Name your resources. (2 internet, 1 text)

Living Museum Rubric

Student Name: _____ Date: _____

Entrepreneur: _____

	Beyond Requirements	Meets Requirements	Minimally Meets Requirements
Student demonstrates knowledge of entrepreneur's life including name, where he/she grew up and lived, what they are famous for, and why they began their business.			
Student is in character with props or language use.			
Student is well prepared for living museum and can demonstrate their learning orally.			

Teacher Comments:

Research Essay Criteria

Student Name: _____ Date: _____

Requirements	1 – Minimally Meets Requirements 2 – Meets Requirements 3 – Beyond Requirements
Student writes a one to two paragraph essay about entrepreneur.	
Student provides sufficient information about entrepreneur of choice. Including: name, location, business, and reasons behind business.	
Student's sentences are clear and fluent with proper mechanics and grammar.	

Teacher Comments: