
Business Organization and International Trade || Business Organization

Goals & Objectives

- Students will learn about four different types of business organizations.
- Students will demonstrate understanding by successfully matching characteristics to the appropriate type of business organization.
- Students will apply content by determining appropriate use of business organizations during specific scenarios.
- Students will conduct Internet research on existing franchises.

California State Content Standards

- 12.2.8. Explain the role of profit as the incentive to entrepreneurs in a market economy.

Common Core Literacy Standards

CCSS.ELA-LITERACY.SL.II-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades II-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.II-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.II-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.II-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades II-12 Language standards 1 and 3 here for specific expectations.)

Driving Historical Question

Why do owners use different types of business organizations?

Lesson Introduction (Anticipatory Set) ||

Students will be directed to look at the goals and the vocabulary listed in the designated area. The teacher will read each and define their meaning. This will allow students to prepare for the upcoming content. Students will then be asked to take a short online survey. The survey will ask the students 7 short questions that pertain to business ownership.

Vocabulary (Content Language Development) |

Students will be introduced to vocabulary prior to actual content delivery. The teacher will define a second time prior to the reading. S/he will also define as the read is in progress. Students will be required to academically use these terms as they both read and write.

- Sole Proprietor
- Partnership
- Corporation
- Horizontal Merger
- Vertical Merger
- Conglomerate
- Franchise

Content Delivery (Method of Instruction) |

The teacher will begin the lesson by reviewing the objectives and vocabulary. The teacher will then ask the students to take a short online survey that asks them questions pertaining to owning their own business. After all the students have entered in their responses, they will have the opportunity to answer a more specific prompt about business ownership listed on their worksheet. Once the students have completed both tasks, the teacher will show the students the online results and discuss their written responses.

After students share their ideal business, the teacher will then launch into the lecture. While the lecture is presented, students will be able to view a PowerPoint while filling out the shell. The lecture will include information on different business structures (sole proprietorship, partnership, corporation, and franchise). After each type of business organization is explained, the teacher will use the student examples given at the beginning of the period so as to connect the content with life.

After all content has been presented, the students will have several opportunities to work with the new material. Directly after content instruction, students will be given the handout, "Matching the Characteristic." They will also receive an envelope with over 20 characteristic slips. Each slip will be a characteristic of a type of business organization and, with a partner, students will try to match the slip with the correct business organization. Once all students have placed their slips on the worksheet the teacher will review the correct answers. As the teacher explains each, students will paste the slips in the appropriate area.

After that activity is complete, students will be given scenario papers. During this activity students will apply the information by reading a scenario and determining the appropriate business organization based on the provided information. There are four scenarios in total and students will share their thoughts after they have been given sufficient time to consider the information.

Finally, students will be placed in pairs. As a pair they will be told to research 2 different franchises. They will be given a worksheet and be asked to find specific information for each before determining the best investment.

Student Engagement (Critical Thinking & Student Activities) |

After students have listened to the daily goals and objectives they will take an online survey that asks students questions regarding businesses. After the survey, students will answer a written prompt that requires a more detailed answer pertaining to their thoughts on an ideal business. Both the survey results and the written responses will be discussed as a class.

Next, students will then listen to a lecture while filling out a shell. The shell includes spaces for each type of business organization, and areas to list the pros and cons of each.

Directly after the lecture, students will work with the content in two different ways. The first activity requires students to work with their neighbor to match business characteristics to the appropriate organization. Students will use slips that contain characteristics of a business with their “Matching the Characteristic” worksheet. As a pair they will place the slips in the appropriate box. After about 5-minutes the teacher will explain where the slips should be placed. Students will then glue the slips in the appropriate box and the paper will be used as study notes. The second activity is done individually. In this activity, students are given a scenario and they are asked to play the role of a business advisor and determine which business structure is best for the situation. The answers will be reviewed as a class.

Finally, students will pair using their appointment clock. Once in pairs, the students will go to the Forbes Fortune 500 website and research 2 franchises of their choice. They will fill out a worksheet as they conduct their research and finally decide which franchise is best for them. They will have to explain why they chose their particular franchise on their worksheet. This will be collected at the end of the period.

Lesson Closure |

Students are asked to consider the lesson as a whole. They will be directed to pretend they are a small business owner that is writing a letter home to a family that lives in a big city. Students will write about a business they are thinking about opening. They will indicate the structure of their business (sole proprietor, partnership, corporation, or franchise) and describe why they have decided to use that structure. After students conduct this Quick Write, they will read their letter to a partner. Students will then share their letters with the class. These letters will be placed in their notebooks.

Assessments (Formative & Summative)

Students will be assessed four times throughout the lesson. The teacher will present the lesson with a question that accesses prior knowledge while also revealing the student’s previous knowledge of the topic. This will be completed in a Think-Pair-Share format. This format is used to encourage students to think about their answer before sharing.

The next form of assessment is an activity where students visually organize characteristics of each business structure. Students will be asked to share what they think about each. This allows the teacher to analyze depth of understanding.

Students are then asked to apply the information to scenarios. As can be seen the teacher uses scaffolding and pauses after each activity to reiterate key concepts before moving on. Finally, students are asked to research a component of the lesson. During this activity, the teacher will walk the room asking students about the activity and connect it to content.

Accommodations for English Learners, Striving Readers and Students with Special Needs

Students with other needs (including English learners and striving readers) will be accommodated in several ways. As with most lectures, note taking will not be excessive. This gives ELs and SRs the opportunity to listen and view the content as opposed to writing. This is beneficial because listening, while using visual aids and minimal writing tends to be more accommodating than writing and listening alone.

As can be seen, the PowerPoint utilizes visuals. For those who have difficulty hearing, or understanding the English language, they will be able to associate images with new words.

Finally, the vocabulary is defined a number of times. In this lesson, the teacher introduces the vocabulary in the anticipatory activity, throughout the student-centered discussion, and on the PowerPoint. This is a good tool to use when students struggle with acquiring new academic vocabulary.

Resources (Books, Websites, Handouts, Materials)

- PowerPoint: “Business Organization”
- Shell: “Business Organization”
- Graphic Organizer: “Matching the Characteristics”
- Handout: “Business Advisor - Scenario Sheets”
- Worksheet: “Entrepreneurship – Choosing a Franchise”
- Survey: [Survey Monkey](#)
- Website: [Forbes 500 List 2015](#)
- Internet capable device
- Paper
- Pen/Pencil