

Title: What Is A Business?

Grade Ranges:

 X K-4
 5-8
 9-12

Subject Tag:

Business Education

Synopsis:

In this activity students will utilize the inquiry method to define a business. Students will identify examples of businesses by using pictures or articles in their local newspaper. From those examples, they will work as a team to define the term *business*. An option for a more advanced class is to read and answer questions about a specific business article in the newspaper.

Keywords:

businesses, community businesses, products, services

Body:

1. In advance, separate pages from the local newspaper. Select pages from the newspaper that contain sufficient examples of businesses in either picture or article format.
2. Establish focus for the lesson by asking, “What is a business?” Encourage participation by asking questions such as:
 - Have you ever seen a business? Where?
 - How did you know it was a business?
 - Do you know anyone who owns a business? Who? What do they do?Encourage as much response as possible but don’t require that the students have the correct and formal definition of a business. Explain that today they are going to search for examples of what they think is a business and then together they will create a definition that everyone in the class can use.
3. Divide the class into teams of two students each. Distribute at least one page from the newspaper to each team.
4. Tell students they are to work as a team to look at both sides of their newspaper page(s) and circle all the businesses that are mentioned or shown. Remind students to look at both advertisements and articles on both sides of the newspaper sheet.
5. Allow a few minutes for the teams to work. Call time.
6. Create a discussion by asking the following questions:
 - Are there a lot of businesses in our community?
 - How many examples of businesses did you find? (Allow time for teams to count.)
 - What are some of the businesses you identified?

7. Make a list of the business as they are mentioned. Don't be concerned with the proper name of the business but rather the generic category, such as grocery, laundry, or movie house.
8. Once you have 10-12 examples of businesses listed, ask the students to go back and tell you what product the business produces or service it provides. Add this information as a second column to the existing list. Provide assistance where the product or service may be difficult for this age group to identify.
9. When the list is complete, tell the students to look at the chart and study it for a minute.
10. Bring closure by asking if anyone can tell you what a business is (definition). Encourage students to look at the chart and finish the statement, "A business is something that ----." Use the board or flipchart to note the key words used by the students as they complete the statement. Once several have responded, ask the students to help you link the key words to create a definition. Keep in mind the general definition of a business: A business is any activity that involves the production and exchange of goods and services.
11. OPTION: For the more advanced grade levels, assign one of the articles on the newspaper page for the students to read and answer the following questions. These questions should be written on the board or flip chart for all to see. The answers can be shared in a reporting style with the full class.
 - What is the business?
 - What does the newspaper article tell readers about the business?
 - Does the article describe anything that leads you to think something will happen to the business in the future? If so, what do you think will happen?

Objectives:

Students will:

- use the local newspaper to create a definition of the term business.
- build information-gathering skills.
- enhance teambuilding skills.

Standards:

NY: Language Arts 1. Students will read, write, listen, and speak for information and understanding. **3.** Students will read, write, listen, and speak for critical analysis and evaluation. **Social Studies – Economics 4.1.** The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

NYC: A3a. Gather information to assist in completing project work. **A5a.** Work with others to complete a task. **E1c.** The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that restates or summarizes information and extends ideas.

CT: Technology Education 3. Career Awareness – Students will become aware of the world of work and its function in society, diversity, expectations, trends, and requirements.

NJ: Cross-Content Workplace Readiness 3. All students will use critical thinking, decision-making, and problem-solving skills. **Language and Arts Literacy 3.2.** All students will listen actively in a variety of situations to information from a variety of sources. **3.4.** All students will read various materials and texts with comprehension and critical analysis.

Time Required:

one 45-minute class session

Technology or Materials Needed

1. Board or flip chart
2. Individual newspaper pages that illustrate businesses either in articles, pictures, or advertisements.

Recommended Lesson Plan Review Date: