| **Economics and Personal Finance** | |
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| **Lesson Overview** | |
| The goals of the lesson are to examine the traits of an entrepreneur and compare those with the traits of a mentor. Students are to read teacher provided resources to assist in examining the traits. Students then create a graphic organizer of successful traits of entrepreneurs and mentors which can be used to assist them in the discussion. In a teacher-led discussion, students discuss the traits and how certain traits may overlap both entrepreneurs and mentors. The teacher should discuss the significance of the traits and how these can better a community and make connections for students to see how these are significant to communities. The teacher may expand this to a writing topic or a further inquiry project. | |
| **Overarching Inquiry Question** | |
| What makes a successful entrepreneur or mentor?  *All lessons support the* ***Profile of the South Carolina Graduate*** *with students using skills to uncover content exposed when exploring the Overarching Inquiry Question.* | |
| **Theme** | |
| Role of Incentives – The Role of Incentives theme encourages the study of how decisions are made at the local, state, national and global levels as a result of scarce resources. In order to set goals, engaged participants utilize cost-benefit analysis by understanding the role of self-interests and consequences in the decision-making process. | |
| **Skills Emphasis at a Glance** | |
| CC: Communicate and Conclude: Utilize research from a variety sources to discuss policies and ideas in order to create a well-developed argument. | |
| **Standard(s)** | |
| EPF.2.ER: Research and analyze the factors that impact personal income and long-term earning potential. This indicator was developed to encourage inquiry into the factors that influence personal income. It also prompts inquiry into various post-secondary options and the opportunity cost incurred when various college or career paths are taken. | |
| **Background Information** | |
| Nathaniel Spells, Sr. was born in Bowman, S.C. in 1950, but his family relocated to Columbia, S.C. when he was still a child. He earned a bachelor’s degree in Building Construction from the School of Architecture at Clemson, becoming the first African American to do so. Spells worked at leading construction companies across the United States before he pursued his dream of entrepreneurship, establishing Construction Dynamics, Inc from his garage. Now, the company has emerged as one of the premier firms in the Southeast. They have clients spanning from Benedict College and the University of South Carolina, many municipalities, military installations like Fort Jackson and Camp Lejeune, religious facilities, and multiple school districts. Spells is a member at Brookland Baptist Church in West Columbia where he serves on the Board of Trustees and is active in the Brotherhood Ministry. In 2008, he was appointed to serve on the S.C. Education Lottery Commission by the Governor. His company is the proud recipient of many awards including the 2015 Minority Business of the Year, BB&T Trailblazer, and the City of Columbia Visionary Service Award. He is a member of the NAACP, City of Columbia Mentor Protégé Advisory Council Committee, Clemson University Construction Science Management Industry Advisory Board, the Columbia Contractors Association, and the National Minority Contractors Association. He is passionate about the role that business ownership plays in the empowerment of people and devotes tremendous time in encouraging African Americans to become entrepreneurs. Spells cites the profound impact faith has had in his principles in business and supporting his community. He and his wife, Marilyn, are proud parents and grandparents. | |
| **I Can Statement(s)**  ***I can statements are designed to help guide student understanding through scaffolds of learning as they progress through an understanding of the Overarching Inquiry Question.***   1. I can identify the characteristics of an entrepreneur. 2. I can identify the characteristics of a mentor. 3. I can make connections between traits of entrepreneurs and mentors. | |
| **Lesson Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question**  What traits do entrepreneurs and mentors have? | **Instructional** **Guidance and Resources**  *Instructional Guidance and resources listed below offer suggestions for educators to assist students in reaching the goals of the proposed sequence.* |
| **I can statement 1: I can identify the characteristics of an entrepreneur.** | |
| The teacher may start the lesson with a definition of [entrepreneur](https://www.dictionary.com/browse/entrepreneur), from dictionary.com.    Ask students if they know any entrepreneurs.    The teacher may share [national](https://www.investopedia.com/articles/financial-theory/10/the-10-greatest-entrepreneurs.asp) and community entrepreneurs. Ask them to come up with a list of local or state-wide entrepreneurs based on their own research.  The teacher shares this [video](https://www.youtube.com/watch?v=92ZmzD70sOU) to examine and understand the definition of an entrepreneur. Based on grade level and reading level, the teacher may provide additional resources that guarantee an understanding of the word entrepreneur. This could be various types of documents but should also include biographical information on Mr. Spells, Sr. | Teacher provides resources to examine and understand the definition of an entrepreneur. |
| After examining information about an entrepreneur, students are directed to create or complete a concept map about traits that an entrepreneur exhibits.  This could be done in small groups so students communicate and share ideas. | The teacher could use small groups and a concept map with the word entrepreneur in the center and students link words that describe an entrepreneur. The teacher may need to model the concept map and how to make connections and expand on traits. |
| **I can statement 2: I can identify the characteristics of a mentor.** | |
| The teacher may start the lesson with a definition of a [mentor](https://www.dictionary.com/browse/mentor?s=t).  The teacher may share national and community mentors and information about Mr. Spells, Sr.  The teacher should show this [video](https://www.youtube.com/watch?v=lFUXtURI-Dk) as well as share additional text resources to examine and understand the definition of a mentor.  Using that definition, ask students to think of some mentors they may have in their life and open a class discussion over them. | Teacher provides resources to examine and understand the definition of a mentor.    Based on grade level and reading level, the teacher provides text resources that guarantee an understanding of the concept of a mentor. This could be various types of documents but should also include biographical information on Mr. Spells, Sr.  As you have the class discussion, ensure that students understand that a mentor does not have to be someone famous or powerful. |
| After examining information about an entrepreneur, students are directed to create or complete a concept map about traits that an entrepreneur exhibits. An example of a concept map is included in Additional Resources below.  This could be done in small groups so students communicate and share ideas. | The teacher could use small groups and a concept map with the word mentor in the center and students link words that describe a mentor. The teacher may need to model the concept map and how to make connections and expand on traits. The teacher should draw students to start making connections between entrepreneurs and mentors. Teachers can also address the similarities and commonalities students observe. |
| **I can statement 3: I can make connections between traits of entrepreneurs and mentors.** | |
| Once students have discussed and brain stormed ideas about traits of entrepreneurs and mentors. Students are directed to participate in a writing activity to summarize and express their thoughts.  Students are directed to think of a person who is a local entrepreneur or has served as a mentor to them and discuss traits that person exhibited and make connections to Mr. Spells. | The teacher could consider this as a short writing activity. Students should be directed to include specific traits and words from the definition to ensure they demonstrate mastery of the definition.    The teacher could expand the writing activity by directing students to envision and write about how the students could positively impact their community while serving as an entrepreneur and or as a mentor, which is similar to the contributions of Mr. Spells, Sr. |