

Lesson Title: Business Organizations (Chapter 5)

Standards: Ag Ed-Ag Business 1.1.1; Social Studies 9-12.3.1; Social Studies 9-12.1.3

Unit Outcomes Addressed by this Lesson

Students will compare and examine the different types of business organization.

Lesson Objectives (what the students will know and do by the end of this lesson)

Students will:

- a. List and define the five business types.
- b. List the characteristics of each business type.
- c. Classify community businesses.
- d. Draw conclusions about advantages and limitations of each business type.

Lesson Level Assessment (how the objectives will be measured)

- a-b. Student note-taking organizer
- c. Presentation about a local business
- d. Write a reflection paragraph concerning the advantages and limitations of each business type.

Activities and Procedures (what the teacher and students will do during the lesson)

- a. Students can work individually or in small groups to complete the note-taking organizer below. The information needed to complete the guide can be found in Chapter 5 in Co-ops 101. When students have completed the note guide, they can check with a classmate or group to compare and revise entries with teacher support.
Time frame: 20-25 minutes
- b. The students will begin working on a presentation about a regional cooperative business. The presentation will focus on a cooperative that serves people in the community in which they live. The work will continue until a complete profile is built on the cooperative business. Research can begin online and conclude, if needed, through communication with business (phone call or visit). The students can choose the format they want to use for the presentation. See the handout and evaluation guide below. (When the presentations are complete, they will be displayed in the room and students given time to look at their classmates' work.)
Time frame: Variable
- c. Cooperative Profiles Activity (See instructions below)
- d. Reflection Paragraph on advantages/limitations at the completion of student presentations.
Time frame: 5-10 minutes

Materials and Resources

- Copies of Chapter 5 from Co-ops 101
<http://www.rurdev.usda.gov/RBS/pub/cir55/c55text.pdf>
- www.ag.ndsu.nodak.edu/qbcc/private/
- Copies of note-taking organizer
- Copies of presentation guidelines

Note Guide (Time frame: 20-25 minutes)

Business Types	Definition	Characteristics	Examples of Regional Businesses	Advantages	Limitations

Cooperative Profiles

A short description or profile of a cooperative is a useful resource to provide students.

- Students are provided with current examples of cooperatives in their communities to better understand the learning outcomes in the corresponding lessons. These profiles provide an illustration of cooperatives in action.

Standards met by this curriculum-wide activity are:

- Agriculture Education – Agriculture Business 1.1.5
- Social Studies Standard 1: 9-12.1.4

Resources: Profiles are provided.

In addition to the profiles provided with this curriculum, teachers are welcome to expand their own collection of profiles. Basic profiles can be written by cooperative managers or the teacher, using the following questions. The profiles should be brief, yet informative, with a target of 200-400 words. If you choose to create additional profiles, please share them with the Quentin Burdick Center for Cooperatives. Email to: gregory.mckee@ndsu.edu

Profile template:

- What do you do? What services/products do you provide to your members?
- Why is your business a cooperative?
- What benefits do you create for members?
- How is your company owned?
- How is your company governed (controlled)?

Activity: At the beginning of each class period, cooperative profiles can be shared and discussed by the class as a warm-up or kick-off to the day's lesson. One idea is to assign individual students the responsibility to present the profile and guide the class in discussion each week. (Example: Student A is assigned profile #1 during Lesson 1. Student B is assigned profile #2 during Lesson 2.)

Do you know your local businesses?



Choose a business used by people in your community (and you, if possible). We would prefer that each of you study a different business, so ask your teacher to approve the business you selected. When you have chosen a business, complete the following steps:

1. Find out the following information about the business by looking online, talking to the manager and/or visiting the business.

Business Type	What does this business do?	How does this business fit the characteristics of this type of business?	What are the advantages of this business?	What are the limitations of this business?

2. Now you need to decide how you will present the information you collected. Here are some suggestions, but if you choose an alternative option, ask your teacher for approval.

Poster: Create a poster to present the information in an eye-appealing way.

Brochure: Create a two- or three-fold brochure on a standard piece of paper.

PowerPoint: Create up to 6 slides and print them to display.

Billboard: Create a scaled-down billboard to convey information about the business you research.

Refer to the evaluation guide below so you meet all the requirements.

Excellent	Good	Limited	Needs Improvement
The presentation thoroughly covers all five categories.	The presentation covers four categories. You appear familiar with the material.	The presentation covered three categories.	The information may be inaccurate or missing.
The presentation is catchy and well displayed. The audience can easily read the information.	The presentation is clean and organized but lacks creativity.	The presentation is difficult to read.	The presentation is lacking in many areas and difficult to understand.

*Note to Teachers: Items can be added to the guidelines and rubric to meet classroom needs.

Contributing Authors: Pete Hetle and Jeff Hagel