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Who is the best mentor for a new entrepreneur?

**Social Studies Benchmarks:**

**Grade: 4**

**SS.4.E.1.1** Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy.

**Economic concepts for review**

**Entrepreneur:** someone who organizes a business and takes responsibility for it

**Local economy:** the process or system by which goods and services are produced, sold, and bought in a country or region

**English/Language Arts Standards:**

**LAFS.4.RI.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when  drawing inferences from the text.

**LAFS.4.RI.3.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, demonstrate understanding of the text (e.g., time lines, animations, or interactive elements  on Web pages) and explain how the information  contributes to an understanding of the text in which it appears.

**LAFS.4.W.3.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
**LAFS.4.SL.1.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

For this decision-making lesson, students will choose a former kid entrepreneur as a mentor for a new kid entrepreneur. Students will use Internet articles and videos to rank their choices and explain how they reached those decisions.

**Problem**

Who should become a mentor for a kid entrepreneur?

**Alternatives**

Five former kid entrepreneurs who have achieved success into adulthood

**Criteria**

What makes a great entrepreneur?

**Decision**

How were the entrepreneurs ranked from first to fifth?

1. Read the advertisement for a mentor to help a kid entrepreneur with the students. Help students determine the problem (They need to research five entrepreneurs and decide which one would be the best mentor for an up-and-coming kid entrepreneur).
2. View an episode from Shark Tank in which a kid entrepreneur pitches his product: <https://www.youtube.com/watch?v=OH3Fy3Q70fg> (be sure to also watch the update that follows showing how this kid entrepreneur got a mentor).
3. Use the following link to learn about kid entrepreneurs from Florida: <http://www.sun-sentinel.com/features/south-florida-parenting/sfp-family-entrepreneurs-parents-kids-build-businesses-from-the-ground-up-20150325-story.html>
4. Use the following links to research kid entrepreneurs: *These 7 Self-made Teenage Millionaires Are Bound To Inspire You*:
	1. <http://wirally.com/these-7-self-made-teenage-millionaires-are-bound-to-inspire-you/>
	2. Stop frequently during the video to discuss each entrepreneur (only 5 will be researched more, but students can learn about successful business behaviors from all 7).
		1. Use the note-taking tool to record information on how these young entrepreneurs became successful.
	3. Point out that these entrepreneurs are now adults but continued to be successful. Their experiences provide background to mentor a new entrepreneur.
5. Provide students with the decision-making matrix. Review the alternatives (the entrepreneurs) and the criteria at the top (what makes a good entrepreneur).
	1. Note: Students can determine different criteria based on their initial research.
6. Using the following links, students can research each kid entrepreneur:
	1. Sanjay Kumaran and Shravan Kumaran
		1. <http://economictimes.indiatimes.com/small-biz/startups/indias-youngest-app-developers-shravan-sanjay-kumaran-shows-us-how-to-hustle/articleshow/50668608.cms> (article)

<https://www.youtube.com/watch?v=RoTvYS79vuE> (video)

* 1. Fraser Doherty
		1. <https://www.fraserdoherty.com/pages/biography> (article and video)
		2. <https://businessideaslab.com/cameron-johnson-great-entrepreneur/2/> (article and video interview)
	2. Jonathan Koon
		1. <http://www.privatestockbrand.com/the-brand/jon-koon/> (article)
		2. <https://www.youtube.com/watch?v=3YTFdShrQws> (video)
	3. Leanna Archer
		1. <http://money.cnn.com/galleries/2011/smallbusiness/1105/gallery.kid_entrepreneurs/index.html>
		2. [http://www.npr.org/templates/story/story.php?storyId=193495490#](http://www.npr.org/templates/story/story.php?storyId=193495490) (NPR interview with transcript)
	4. Robert Nay
		1. <http://www.lemonade-stand.org/all-episodes/episode-03-robert/> (podcast – interview with Robert Nay)
		2. <http://money.cnn.com/galleries/2011/smallbusiness/1105/gallery.kid_entrepreneurs/2.html> (CNN article)
1. Working in groups, students discuss the criteria for each entrepreneur. Which one (or team) would make the best mentor? Why? Rank the choices from highest to lowest.
2. Encourage students to discuss their processes for making their choices. What did they do first? After that?
3. Groups write a letter to Ms. Helper explaining how they made their choices.

Extension/ideas:

* Have each group create a presentation explaining how they made their choices and highlighting the entrepreneur they chose to be a mentor.
* Research the patent process at the United States Patent and Trademark Office: <https://www.uspto.gov/kids/>

Differentiation:

* Reduce alternatives and/or criteria.
	+ Create a new advertisement from Nita Helper asking students to reconsider their choices based on different alternatives/criteria
* Increase alternatives and/or criteria.
	+ Same as above
* Provide note-taking tools with some of the information already filled in.