

Olympic Games

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

d. Evaluate the effect of the 1996 Olympic Games on Georgia.

Enduring Understandings/Essential Questions

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What event did Atlanta host in 1996?
- How was Atlanta selected to host this event?
- How did Atlanta present its special qualities and amenities to the selection committee?
- What impact did this event have on the city?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the first scene of “Georgia Flashback.”

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 15 minutes

Distribute the list of Olympic sports. Discuss what types of facilities are needed for each sport, and which sports may share facilities. Discuss which other facilities or amenities are necessary to host a large international event like the Olympics (for example: public transportation, hotels, airports).

Attachments for Step 2

Title: List of Olympic Sports

Description: This is a list of Olympic sports featured in Summer Games and in Winter Games.

Step 3: Duration: 30 minutes

Divide the class into groups of three. One group will represent the Olympic Committee, and the other groups each will represent different existing cities. Each city’s group must

develop a short presentation about why their city should be chosen to host the next Olympic Games. The presentation should consider: the city's existing facilities and amenities, what the city will need to build, logistical issues and how the city plans to overcome them, how the city is better than competing cities, a mascot, and/or a theme. The Olympic Committee group must develop a form with criteria for ranking the different cities.

Step 4: Duration: 30 minutes

Students give presentations, and the Olympic Committee determines which city will host the next Olympic Games.

Assessment

1. Class discussion using Essential Questions.
2. Olympic Games presentation.

Total Duration

90 minutes

Olympic Games Presentations

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Analyzes and explains the importance of different facilities for sporting events</i>	Does not analyze or explain the importance of different facilities for sporting events.	Explains that different facilities are used for different events, but does not explain reasons behind these uses.	Clearly explains reasons for using specific types of facilities for different events.	Clearly explains reasons for using specific facilities for different events, and creates innovative ways to combine events into facilities.
<i>Understands the facilities and amenities needed to support a large event</i>	Cannot explain which facilities and amenities are needed to support a large event.	Names a few of the facilities and amenities needed to support a large event.	Discusses a large list of facilities and amenities needed to support a large event.	Discusses a large list of facilities and amenities needed to support a large event, and evaluates alternatives to the items on this list.
<i>Analyzes the strengths and weaknesses of the group's city</i>	Does not analyze the strengths and weaknesses of the group's city.	Lists two or three strengths or weaknesses of the group's city.	Discusses at least four strengths and weaknesses of the group's city.	Discusses at least four strengths and weaknesses of the group's city, and determines ways to overcome weaknesses.
<i>Participates in group planning and presentation</i>	Does not participate in group planning or presentation.	Participates in planning or presentation, but occasionally distracts peers or lacks focus.	Participates in both planning and presentation, creates persuasive arguments.	Leads planning and presentation, creates persuasive arguments.
<i>Develops a logical, organized presentation</i>	Presentation has no clear or logical organizational structure.	Presentation is mostly logical and organized, but contains flaws.	Presentation is logical and organized, and arguments flow persuasively from one to another.	Presentation is logical and organized, and arguments flow persuasively from one to another. Presentation includes special graphics or visual aids.

Olympic Sports

Summer Sports

- Aquatics
 - Diving
 - Platform
 - Springboard
 - Synchronized diving
 - Swimming
 - Freestyle
 - Backstroke
 - Breaststroke
 - Butterfly
 - Individual medley
 - Relay
 - Marathon
 - Synchronized swimming
 - Water Polo
- Archery
- Athletics (Track and Field)
 - Sprints
 - Running
 - Hurdling
 - Relays
 - Steeplechase
 - Long jump
 - Triple jump
 - High jump
 - Pole vault
 - Shot put
 - Discus
 - Javelin
 - Hammer throw
 - Marathon
 - Race walks
 - Heptathlon
 - Decathlon
- Badminton
- Baseball
- Basketball
- Boxing
- Canoe / kayak
 - Flatwater
 - Slalom

- Cycling
 - BMX
 - Road
 - Track
 - Mountain bike
- Equestrian
 - Dressage
 - Eventing
 - Jumping
- Fencing
- Football (Soccer)
- Gymnastics
 - Floor exercises
 - Horizontal bar
 - Individual all around
 - Parallel bars
 - Pommel horse
 - Rings
 - Vault
 - Balance beam
 - Uneven bars
 - Team
 - Rhythmic gymnastics
 - Trampoline
- Handball
- Hockey
- Judo
- Modern pentathlon (shooting, fencing, swimming, horse show jumping, running)
- Rowing
- Sailing
- Shooting
 - Rifle
 - Pistol
 - Shotgun
- Softball
- Table tennis
- Taekwondo
- Tennis
- Triathlon (swimming, cycling, running)
- Volleyball
 - Beach volleyball
 - Volleyball
- Weightlifting
- Wrestling
 - Freestyle
 - Greco-Roman

Winter Sports

- Biathlon (cross country skiing, rifle shooting)
- Bobsleigh
 - Bobsleigh
 - Skeleton
- Curling
- Ice Hockey
- Luge
- Skating
 - Figure skating
 - Short track speed skating
 - Speed skating
- Skiing
 - Alpine skiing
 - Cross country skiing
 - Freestyle skiing
 - Nordic combined
 - Ski jumping
 - Snowboard

Carter Farm

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H8: The student will analyze the important events that occurred after World War I and their impact on Georgia.

- a. Describe the impact of the boll weevil and drought on Georgia.
- b. Explain economic factors that resulted in the Great Depression.

SS8H12: The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.

- b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and former president.

Enduring Understandings/Essential Questions

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What was tenant farming?
- How did the tenant farming system work?
- How is tenant farming different from how farming is done today?
- What differences do these systems have on the everyday lives of farmers, both for tenant farmers during the Great Depression and for farmers today?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Which United States President was born and raised in Georgia?
- What were Carter's most important contributions to the state and to the nation?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Carter Farm scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes OR homework

Send students to the library OR assign as homework OR discuss in class farming during the Great Depression. Students should research farm life, especially the life of the tenant

farmer during the Great Depression. Have students use this research to write a one-page essay comparing the life of a current day farmer to the life of a tenant farmer during the Great Depression. The essay may touch on ideas in the essential questions. Optional: discuss essays in class. Students may be divided into two groups to represent modern day farmers and tenant farmers.

Step 3: Duration: 30 minutes OR 5 minutes plus homework

Divide the class into groups of two. Each group will consist of one “Jimmy Carter” and one “biographer.” Send the groups to the library OR assign research as homework. Students should research Jimmy Carter’s life and achievements. “Jimmy Carters” should be prepared to answer a variety of questions. “Biographers” should create a list of questions for an interview.

Step 4: Duration: 30 minutes

“Biographers” interview “Jimmy Carters.” Students may use videotapes to create segments for a fictional news channel, or they may write stories for a newspaper.

Assessment

1. Class discussion using Essential Questions.
2. Essay about farm life.
3. Jimmy Carter interviews.

Total Duration

105 minutes

Farm Life Essay

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Describes farm life in the Great Depression era</i>	Does not describe farm life in the Great Depression era.	Mentions tenant farming, but does not describe clearly.	Describes tenant farming and the life of a tenant farmer in the Great Depression era.	Describes tenant farming and discusses the system's impact on the life of a tenant farmer in the Great Depression era.
<i>Describes current farm life</i>	Does not describe current farm life.	Mentions current farm life, but uses vague descriptions.	Describes at least three aspects of current farm life.	Description of current farm life uses the same parameters as the description of the life of a tenant farmer in the Great Depression era.
<i>Compares current farm life to Great Depression era farm life</i>	Does not compare current farm life to Great Depression era farm life.	Compares one aspect of current farm life to Great Depression farm life.	Compares at least three aspects of current farm life to Great Depression farm life.	Compares at least three aspects of current farm life to Great Depression farm life, and draws conclusions about what has caused these similarities or differences.
<i>Produces an essay that is organized</i>	Essay has no clear or logical organizational structure.	Essay is mostly logical and organized, but contains flaws.	Essay is logical and organized, and arguments are persuasive	Essay is logical and organized, and arguments are persuasive and innovative.
<i>Produces an essay that exhibits proper mechanics</i>	More than four errors in spelling or grammar.	Four errors in spelling or grammar.	No errors in spelling or grammar, and appropriate language.	No errors in spelling or grammar, and language shows in-depth understanding of material.

Jimmy Carter Interviews

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Creates list of questions that address the major topics in Carter's life (biographers)</i>	Does not create list of questions that address the major topics in Carter's life.	Creates short list of questions.	Creates complete list of questions.	Creates complete list of questions, uses creativity in interview style.
<i>Displays knowledge and understanding of topics in Carter's life (Carters)</i>	Does not know about major topics in Carter's life.	Can answer basic questions, but does not give detail.	Gives detailed answers to all questions.	Gives detailed answers to all questions, uses physical characteristics, dialogue, or mannerisms to play the role of Carter.
<i>Creates finished product (videotape, news story) that serves as an accurate biographical piece</i>	Does not create finished product.	Creates finished product, but product is missing key details that make it an accurate biographical piece.	Creates thorough, accurate finished product.	Creates thorough, accurate finished product that is organized and creative.

Civil Rights

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H11: The student will evaluate the role of Georgia in the modern civil rights movement.

- a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, *Brown v. Board of Education*, Martin Luther King, Jr., and the 1956 state flag.
- b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard Jackson as mayor of Atlanta, and the role of Lester Maddox.
- c. Discuss the impact of Andrew Young on Georgia.

Enduring Understandings/Essential Questions

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

- What were key factors in the development of the Civil Rights movement in Georgia?
- What was the role of non-violent protest in the Civil Rights movement?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Who were the most influential leaders of the Civil Rights movement?
- What were these individuals' impacts on Georgia and on the nation?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Civil Rights scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes

Divide class into two groups based on arbitrary categories, using the list below of potential categories. Have each group create a list of reasons to discriminate against the other based on their category. Then share these lists with each other. Have each group plan a non-violent protest to change the other group's attitudes about the items on the lists. The protest plan should include arguments, methods, location, and speakers. Optional: have the groups carry out the protests.

Pre-existing categories

Hair color

Gender

Shoe color

Use of pens vs. pencils

Left side vs. right side of classroom

Earliest half to arrive in classroom vs. latest half to arrive in classroom

Assigned categories

Distribute colored stickers

Optional: affix stickers to students' backs, so they only learn which group they belong to by how others treat them

Attachments for Step 2

Title: List of Discrimination Categories

Step 3: Duration: 30 minutes plus homework

Send students to the library OR assign research and writing as homework. Students should research a leader in the Civil Rights movement and write a one-page essay about that leader. The essay should describe changes that the leader made brought about to affect the student's daily life.

Assessment

1. Class discussion using Essential Questions.
2. Participation in class non-violent protest.
3. Essay about Civil Rights leader.

Total Duration

75 minutes

Participation in Class Non-Violent Protest

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Works with group to make list of reasons to discriminate against other group</i>	Does not work with group to create list of reasons.	Contributes at least one reason to list.	Contributes several reasons to list.	Contributes several reasons to list, leads group in refining list.
<i>Works with group to plan protest</i>	Does not work with group to plan protest.	Contributes ideas to group's plan.	Makes significant, meaningful contributions to group's plan.	Leads group in planning protest, creates persuasive arguments.
<i>(Optional) Participates in non-violent protest</i>	Does not participate in protest.	Participates in protest, but does not always stay on task.	Carries out original plan for protest.	Carries out original plan for protest, leads group.

Essay about Civil Rights Leader

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Describes biographical information about essay subject</i>	Does not describe biographical information about essay subject.	Lists facts about essay subject, but does not draw a picture of his/her life.	Clearly and logically describes biographical information about essay subject.	Clearly and logically describes biographical information about essay subject, includes reasons behind subject's involvement in Civil Rights movement.
<i>Lists and describes changes brought about by essay subject</i>	Does not list or describe changes brought about by essay subject.	Lists one change brought about by essay subject.	Lists and describes two or more changes brought about by essay subject.	Lists and describes two or more changes brought about by essay subject, discusses reasons subject was motivated to make these changes and/or the ways subject went about making these changes.
<i>Analyzes impact of those changes on student's daily life</i>	Does not analyze impact of those changes.	Lists one minor effect of those changes.	Analyzes several major effects and overall impact of those changes.	Analyzes several major effects and overall impact of those changes, draws comparisons with what daily life would be like without those changes.
<i>Produces an essay that is organized</i>	Essay has no clear or logical organizational structure.	Essay is mostly logical and organized, but contains flaws.	Essay is logical and organized, and arguments are persuasive	Essay is logical and organized, and arguments are persuasive and innovative.
<i>Produces an essay that exhibits proper mechanics</i>	More than four errors in spelling or grammar.	Four errors in spelling or grammar.	No errors in spelling or grammar, and appropriate language.	No errors in spelling or grammar, and language shows in-depth understanding of material.

Savannah

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H2: The student will analyze the colonial period of Georgia's history.

- a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah.

SS8CG5: The student will analyze the role of local governments in the state of Georgia.

- a. Explain the origins, functions, purposes, and differences of county and city governments in Georgia.

Enduring Understandings/Essential Questions

Location: The student will understand that location affects a society's economy, culture, and development.

- What are important physical attributes of a new city?
- What laws will help a city develop?
- What made Savannah a good place to start a colony?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- How did James Oglethorpe's plan influence the City of Savannah?
- What are some important surviving elements of this plan?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Savannah scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 30 minutes

Distribute maps of the Savannah area. Discuss the attributes essential for a new city, such as places for farming, access to trade, safety from attack. Discuss whether the Savannah area had these attributes and how the first settlers might have used these attributes.

Discuss what drawbacks the area had, and how the first settlers might have overcome these drawbacks.

Attachments for Step 2

Title: Map of Savannah area before settlement.

Description: This is a map of the Savannah area before it was settled (*please note: illustration is not yet complete*)

Step 3: Duration: 30 minutes

Have each student draw a plan for the city on top of his or her map. Each plan should include: residential neighborhoods, roads, business districts, and public spaces (parks, city hall, libraries, schools, hospitals). Residential neighborhoods should be placed near public spaces, especially schools and hospitals. Residential neighborhoods should be near business and industry, so that people can get to jobs. Roads should connect areas and should provide multiple alternate routes to avoid traffic jams and bottlenecks.

Step 4: Duration: 15 minutes

Display students' plans and have students vote to select the best plan to implement. The student who created the chosen plan will be selected as Governor.

Step 5: Duration: 30 minutes

The Governor will assign students to one of eight groups that make up the new town's government. Each group will meet to create a list of five budget items to spend money on and five new laws to pass.

Attachments for Step 5

Title: List of government groups

Description: A list of the eight groups that make up the town government, including goals and ideas for laws and budget items.

Step 6: Duration: 30 minutes

The class will meet as the town government. Each group will present its requested budget items and its requested laws, then the entire class will vote. The votes will determine how to allocate the annual budget of \$1,000,000, and which 20 new laws will make up the town constitution.

Assessment

1. Class discussion using Essential Questions.
2. Individual city plan.
3. Participation in town government.

Total Duration

150 minutes

Participation in Town Government

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Participates in group discussion</i>	Does not participate in group discussion.	Participates minimally in group discussion.	Participates actively in group discussion.	Leads group discussion.
<i>Works with group to develop budget items</i>	Does not work with group to develop budget items.	Agrees with other group members' ideas, does not contribute many original ideas.	Contributes many original ideas to group, helps group reach consensus on budget items.	Leads group in creating and understanding original budget ideas, leads group in reaching consensus on budget items.
<i>Works with group to develop laws</i>	Does not work with group to develop laws.	Agrees with other group members' ideas, does not contribute many original ideas.	Contributes many original ideas to group, helps group reach consensus on laws.	Leads group in creating and understanding original laws, leads group in reaching consensus on laws.
<i>Presents ideas to town government</i>	Does not participate in presentation.	Participates minimally in presentation.	Participates actively in presentation, argues persuasively for group's positions.	Leads presentation, argues convincingly for group's positions.

Individual City Plan

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Understands and includes necessary elements</i>	Does not understand or include necessary elements.	Includes at least two of the four necessary elements.	Includes all four necessary elements.	Includes all four necessary elements, organizes elements thoughtfully, adds additional meaningful components to plan.
<i>Plan is neat and presentable</i>	Drawing is unclear. Items not labeled.	Some labels are missing.	All items are neatly labeled.	All items are neatly labeled and artistically arranged.

List of Government Groups

Governor and Council

In charge of the entire new colony. Sets out vision and direction for new town. Has final say over budget and legal decision process. Governor has a council of assistants.

Goals for budget and laws: wants to make sure town follows original direction. May be interested in creating and defining additional departments and their responsibilities.

Department of Transportation

Builds and maintains roads, streets, waterways, and other means of transportation.

Goals for budget and laws: wants to make sure there is enough money for transportation projects. May be interested in creating laws to define how new areas of town must plan infrastructure.

Trade Department

Works to develop and maintain trade with other towns, colonies, and nations.

Goals for budget and laws: wants to make sure money is spent and laws are passed to develop ports and markets.

Public Safety Department

Keeps citizens safe, both from outside attack, and from internal crime.

Goals for budget and laws: wants to make sure there is enough money to defend the borders and to fight crime. Wants to make basic laws for behavior.

Residents' Association

Works to ensure safe, clean places to live, with good access to jobs, education, and health.

Goals for budget and laws: wants to make sure there is funding for amenities, such as parks, and that there are laws protecting quality of life, such as zoning, noise, and pollution.

Business Alliance

Works to develop commercial and industrial districts. Needs to have healthy, educated workforce, safety, transportation to get goods to market, and good trade with other areas.

Goals for budget and laws: wants to make sure policies are in place to promote business development. Wants low taxes for commerce and industry, wants favorable zoning and trade laws.

Education Board

Builds and maintains schools, libraries, colleges, and museums to develop a well educated population.

Goals for budget and laws: wants to make sure there is adequate funding for school systems, and rules in place to make sure the importance of education is emphasized, for example, truancy laws.

Health Board

Builds and maintains hospitals and clinics to keep citizens healthy. Develops health and sanitation policies.

Goals for budget and laws: wants to make sure there is public funding for hospitals and for preventative care. Wants to create public health laws, such as quarantines in case of disease outbreak.

Sweet Auburn

Social Studies

Grade Eight - Georgia Studies

Applicable Georgia Performance Standards

SS8H7: The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

c. Explain the roles of Booker T. Washington, W.E.B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon.

SS8E3: The student will evaluate the influence of Georgia's economic growth and development.

a. Define profit and describe how profit is an incentive for entrepreneurs.

b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

c. Evaluate the importance of entrepreneurs in Georgia who developed such enterprises as Coca-Cola, Delta Airlines, Georgia-Pacific, and Home Depot.

Enduring Understandings/Essential Questions

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

- What elements determine whether a business will be successful?
- What is an entrepreneur?
- What does an entrepreneur need to develop a successful business?

Individuals, Groups, Institutions: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.

- Who was Alonzo Herndon?
- What was Herndon's role in developing African American owned businesses?
- What issues did African Americans face when starting a business?

Procedures/Activities

Step 1: Duration: 15 minutes

Play through the Sweet Auburn scene of "Georgia Flashback."

Attachments for Step 1

Title: Georgia Flashback

Description: This Web-based game teaches students about Georgia history, architecture, and cultural geography.

Step 2: Duration: 60 minutes

Divide the class into four groups. Each group will create an idea for a business. Assist groups, using the attached list, if they get stuck. Considerations should include: what will make money, what does the community need, how difficult are different types of businesses to start, whether qualified employees are available, how much money it will cost to start, and how much competition there is. Each group should create a proposal for its business. Each group presents its proposal to the rest of the class. After the class has heard all proposals and asked questions, the class will vote to determine which proposal(s) to fund.

Attachments for Step 2

Title: Potential business ideas

Description: List of potential ideas for businesses, including how each idea relates to considerations.

Assessment

1. Class discussion using Essential Questions.
2. Participation in creating a business plan.

Total Duration

75 minutes

Participation in Creating a Business Plan

	<i>Standard Not Met</i>	<i>Needs Improvement</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>
<i>Works with group to create an innovative concept for a new business</i>	Does not work with group to create concept.	Discusses other people's ideas but does not contribute original ideas.	Contributes original ideas and makes persuasive arguments to the group.	Contributes original ideas, makes persuasive arguments for these ideas, and leads group in reaching consensus on final concept.
<i>Creates logical plan that addresses considerations</i>	Does not work with group to create plan.	Works with group to create plan that addresses four of six considerations.	Works with group to create plan that fully addresses all six considerations.	Leads group to create innovative, logical plan that fully addresses all six considerations.
<i>Presents plan to class</i>	Does not participate in presentation.	Participates minimally in presentation.	Discusses important sections persuasively during presentation.	Leads presentation, convinces class to choose concept and plan.

Potential Business Ideas

Grocery Store

There are probably many grocery stores in the area, but everybody always needs to buy food, and people need grocery stores to be near their homes. People are more likely to pay close attention to grocery prices, because people spend such a large portion of their budgets on food. So, the way to make money selling groceries is to sell a lot of groceries while not making a very large profit on any one item. Employees do not need to be highly skilled or highly educated. You will need to get supplies daily, and you will need to pay attention to keeping food fresh.

Insurance Company

Everybody needs to buy insurance (car, home, health, life, or many other kinds of insurance are available). You will need to have well-educated employees. If you are in a retail storefront, you may pay very high rent compared to how much business you bring in off the street. But if you are located in an office park, you may have to spend more money on advertising.

Factory

You need to make sure you have good roads, or even rail lines nearby so that the goods you manufacture can leave your factory. You will need a large lot, so it's better to be located in a less-expensive area. Your factory may produce pollution, so you may encounter resistance or even protests if you try to build your factory near a residential area. But you don't want to go too far away, because you need your employees to be able to get to work. You need skilled workers, but your employees don't need to be highly educated.

Restaurant

The fancier the restaurant, the fewer people will be able to afford it. How wealthy are the people in the neighborhood? How many people will want to go out to eat instead of cooking at home? Employees do not need to be highly skilled or highly educated. You will need to get supplies daily, and you will need to pay attention to keeping food fresh.

Clothing Store

You can make a lot of profit at a clothing store. The amount of profit you make will depend on how expensive the clothes are, but keep in mind that fewer people will shop at your store if it's too expensive. Employees do not need to be highly skilled or highly educated. You need to figure out how to keep people from shoplifting.