



LESSON 3

Tribal Entrepreneurship

LEARNING OUTCOMES

- Students will have a greater understanding of tribal perseverance by learning about the entrepreneurship of the Cow Creek Umpqua Tribe.
- Students will consider how a successful business can contribute to the welfare of the greater community.
- Students will construct a business plan in the context of limited resources.

ESSENTIAL QUESTIONS

- How can businesses work together for the benefit of themselves and their community?
- How are businesses impacted by the amount of resources they have access to?

LOGISTICS

- Where does the activity take place?
Classroom, with a variety of whole-class and small-group work for engagement.
- How are the students organized?
 - Whole class
 - Teams: 3 – 5 and 2 – 4
 - Pairs
 - Individually

TIME REQUIRED

Two 50-minute blocks

Overview

This lesson provides students with an overview of the tribal entrepreneurship of the Cow Creek Band of Umpqua Tribe of Indians. By learning about present day tribal businesses students will better understand tribal perseverance and the Tribe's continued contributions to the land and people of Oregon. Students will then use what they know about tribal entrepreneurship to develop ideas for business partnerships and create business plans of their own. This lesson encourages critical and creative thinking while working in teams. It also gives students a chance to practice public speaking skills by presenting their business ideas to the rest of the class.

Background for teachers

As we have been learning, the Cow Creek Umpqua Tribe was indigenous to the land of Oregon. The Tribe is still active and thriving today and manages many successful businesses in Oregon. The purpose of this lesson is to introduce students to the business endeavors of the Tribe and to use tribal businesses as inspiration for their own business ideas.



Resources

Cow Creek tribal website
<http://www.cowcreek.com/>

Tribal businesses
<http://www.cowcreek.com/tribal-business/>

Considerations for teachers

Assessment: How will you know if students are learning?

- Students should be assessed both formatively and summatively. The formative assessment will consist of teacher observation of student participation in group work and discussion. The summative assessment will be the presentation of a business idea by each group.

Practices (group roles, classroom routines). This depends on the activity. For instance, how do you rotate roles? Assign computers? Get supplies?

- The teacher can decide on the method for assigning small groups. If appropriate, students can choose groups themselves. If not, the teacher will choose groups.
- The teacher will manage and facilitate small-group work.
- Students will work together to design a business idea and present it to the class.
- Students will vote anonymously, either through writing or hand raising.

STANDARDS

Oregon social studies standards¹

- Economics – 4.3
- Multicultural – 4.7, 4.13
- Financial Literacy – 4.5
- Geography – 4.9
- Historical Knowledge – 4.13

Oregon English language arts standards

- Reading, Informational Text – 4.RI.2
- Writing – 4.W.2
- Speaking & Listening – 4.SL.1; 4. SL. 2; 4.SL.4

MATERIALS

What materials are needed for students to engage in this activity?

- Writing utensils
- Tribal Businesses handout
- Business Partnerships worksheet
- Business Plan worksheet

¹ Oregon is in the process of revising its social studies standards. This document references the draft 2018 standards for grade 4.



Learning targets

- I will understand how entrepreneurship contributes to tribal perseverance.
- I can explain how businesses contribute to the local community.
- I can develop a business idea in the context of limited resources.

Options/extensions

- Ask students to select a real tribal business and create a brochure or commercial (skit) advertising that business. Students may need to use the internet or call the companies directly to gather information.
- Instead of having the students vote, have a group discussion with feedback and discuss the concept of consensus.

Reflection/closure

- Sum up the lesson by reviewing the key word “survivable,” which was introduced in Module 2, Lesson 5. If necessary, write out the definition on the board. Ask students to explain how tribal businesses contribute to indigenous survival.

Appendix

The following files are associated with this lesson.

- CCBUTI_Tribal Businesses
- CCBUTI_partnerships worksheet
- CCBUTI_Business Plan worksheet

VOCABULARY

Entrepreneur – A person who starts their own business.

Business – A way to make money, usually by selling a product.

Partnership – An agreement between two or more people to work together for mutual benefit.

Resources – The things you have and can use. Examples include money, people, physical objects, land, and buildings.

Business plan – A document that describes an idea for a business.

Product – What a business sells to make money.

Customer – A person who buys a product from a business.

Activity 1

Forming business partnerships

Time: 25 minutes

Setup

Identify the best way to divide students into small groups and prepare paper materials.

Step 1:

Divide students into groups of three to five. Give each group the Tribal Businesses handout.

Say:

We have learned that the Cow Creek Umpqua Tribe is still active and contributes to the state of Oregon in many ways. In this lesson we're going to learn more about the success of tribal-owned businesses and how entrepreneurship has contributed to both tribal ways of living and the welfare of non-Indian communities in Oregon.

Step 2:

Ask for seven reading volunteers, one for each business described in the packet.

Say:

Listen silently as the volunteers read about each of the tribal businesses. As you listen, follow along. Circle any words you don't know and underline ideas that you think are smart or interesting.

Activity 1 *(Continued)*

Step 3:

Instruct the reading volunteers to read the descriptions of the tribal businesses.

Say:

Now that we know the types of businesses that the Tribe has, I want you to think of ways that these businesses could work together. Many businesses work together as a way to find more customers and build positive relationships in the community. In your group, read the example of businesses working together and then think of two ideas of how Cow Creek Umpqua Tribe businesses could work together. As you talk about your ideas, complete the worksheet.

Step 4:

Distribute the Business Partnerships worksheet and give the groups about 15 minutes to discuss their ideas and complete the worksheet. During this time, check in with each group to track its progress and answer questions.

Step 5:

If time allows, ask for volunteers to describe their partnership ideas to the rest of the class. Collect the worksheets and address any outstanding questions. Before you move on to the next activity, show the five-minute video that provides an overview of current day businesses. Have students discuss what they learned from the video.

Activity 2

Create a classroom business

Time: 25 minutes

Step 1:

Divide the class into groups of two to four. Give a brief overview of the activity.

Say:

Now that you have learned about the businesses of the Cow Creek Umpqua Tribe, you will have a chance to create a business of your own. However, there is one important rule for your business: You can only use the objects and materials that are in this classroom. When people decide to start a business, the process can be made easier or harder based on the resources they have available. Resources can be things like money, buildings, objects, and people. If someone has a lot of resources, it is usually easier to start a business. This group activity is meant to be a challenge because you can only use the resources that are currently in this classroom.

Step 2:

Provide each small group with a Business Plan Worksheet.

Say:

This is called a business plan. Whenever someone starts a new business, they write a business plan that is a summary of all their business ideas and how they will carry them out. In your group, spend time creating your business and writing down your ideas on the Business Plan worksheet.

Activity 2 *(Continued)*

Step 3:

Allow 20 minutes for groups to work on the business plan. During this time, move around the classroom checking on progress and answering questions.

Step 4:

If continuing directly to Activity 3, then keep students in their groups and tell them they will use their business plan for the next activity. If you are not doing Activity 3 or will be doing Activity 3 later, then collect the business plans.

Activity 3

Business show-and-tell (follow-up to Activity 2)

Time: 50 minutes

Step 1:

If time has passed since Activity 2, instruct students to return to the groups they were in previously. Distribute the appropriate business plan to each group. Allow 5 to 10 minutes for the groups to review their business plans.

Say:

Class, take a few minutes to read the business plans you created. As a group, decide if there is anything in your business plan that you would change now. Add these ideas at the bottom of the page.

Step 2:

Give the instructions for the business show-and-tell.

Say:

You are now going to present your business idea to the rest of the class. We will call this the business show-and-tell. Your presentation should be short—only a few minutes—and should explain your idea in a simple and creative way. If you'd like, you can make your presentation even more creative—a song, a commercial, a skit, or anything else you can think of. Every member of the group should contribute to the presentation, even if they are not in the presentation. After all groups present their business ideas, we will vote for our three favorite ideas. You will have 10 minutes to prepare your presentation.

Step 3:

Allow 10 minutes for the groups to prepare their presentations. When groups are ready, allow time for each group to present.

Activity 3 (Continued)

Step 4:

Take an anonymous vote for the three favorite businesses. The vote can be done on paper or by raising hands. Choose the voting method that works best for your class.

Say:

We will now be taking a vote to determine our three favorite business ideas. Please think about all the ideas you have heard and what groups you think have the best ideas for a business. When I announce the results, please remember that a lot of great businesses are not successful right away. If your business is not chosen as a favorite, it doesn't mean it was a bad idea. Many businesses go through ups and downs before they are successful.