

WHAT A COMPANY!



grade 3

pre-visit activity - 90 minutes + presentation

SOCIAL STUDIES + **LANGUAGE ARTS**



OBJECTIVES

- Students will go through a mock entrepreneurial experience.
- Students will learn what productive resources are needed in business.
- Students will use the writing process.

MATERIALS

- Drawing paper or construction paper
- Lined paper and pencils

PROCEDURE

1. Remind students that the field trip to CNN Center is coming soon. If you have access to a computer, show a few minutes of an appropriate CNN video to your students. www.cnn.com >>
2. Tell students that CNN was founded by an entrepreneur named Ted Turner. Until 1980, when CNN first aired, television networks broadcast 30 minute or 1 hour news programs that were scheduled several times a day. Turner believed that if it was available, people would want a network that could provide news every hour of every day. Although few people in the television industry agreed with him, Turner remained committed to the idea and put his company's

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SOCIAL STUDIES + LANGUAGE ARTS



PROCEDURE (CON'T)

time and money into its development. With hard work, CNN grew steadily and became a leading worldwide news organization. Tell students that today they are going to play the part of an entrepreneur. Group students into pairs. Students are co-presidents of a new company. Their task is to:

- a. *Design a new product or service, or improve an existing one. Draw a picture of the product or service and point out what function it will have for consumers. Tell why consumers would find the product useful.*
- b. *Give the company a name.*
- c. *Determine what productive resources will be needed to produce this product and write a short paragraph outlining why these resources are needed.*
- d. *Write a television commercial for the product. Construction paper is available if pictures are needed. Be sure to edit for spelling and punctuation. Students will present the commercials to the class.*
- e. *Ask students to individually write one or two paragraphs about the challenges entrepreneurs face in bringing a new product or service to the public. Ask students to first write a "sloppy copy", then continue through the writing process to produce a finished copy to hand in.*

SOCIAL STUDIES STANDARDS

SS3E1

The student will describe the four types of productive resources:

- a. Natural
- b. Human
- c. Capital
- d. Entrepreneurship

SS3E3

The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.

- a. Describe the interdependence of consumers and producers of goods and services.

LANGUAGE ARTS STANDARDS

ELA3W2

The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

Critical Component:

The student produces informational writing (e.g. procedures, report, correspondence) that:

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.

WHAT A COMPANY!



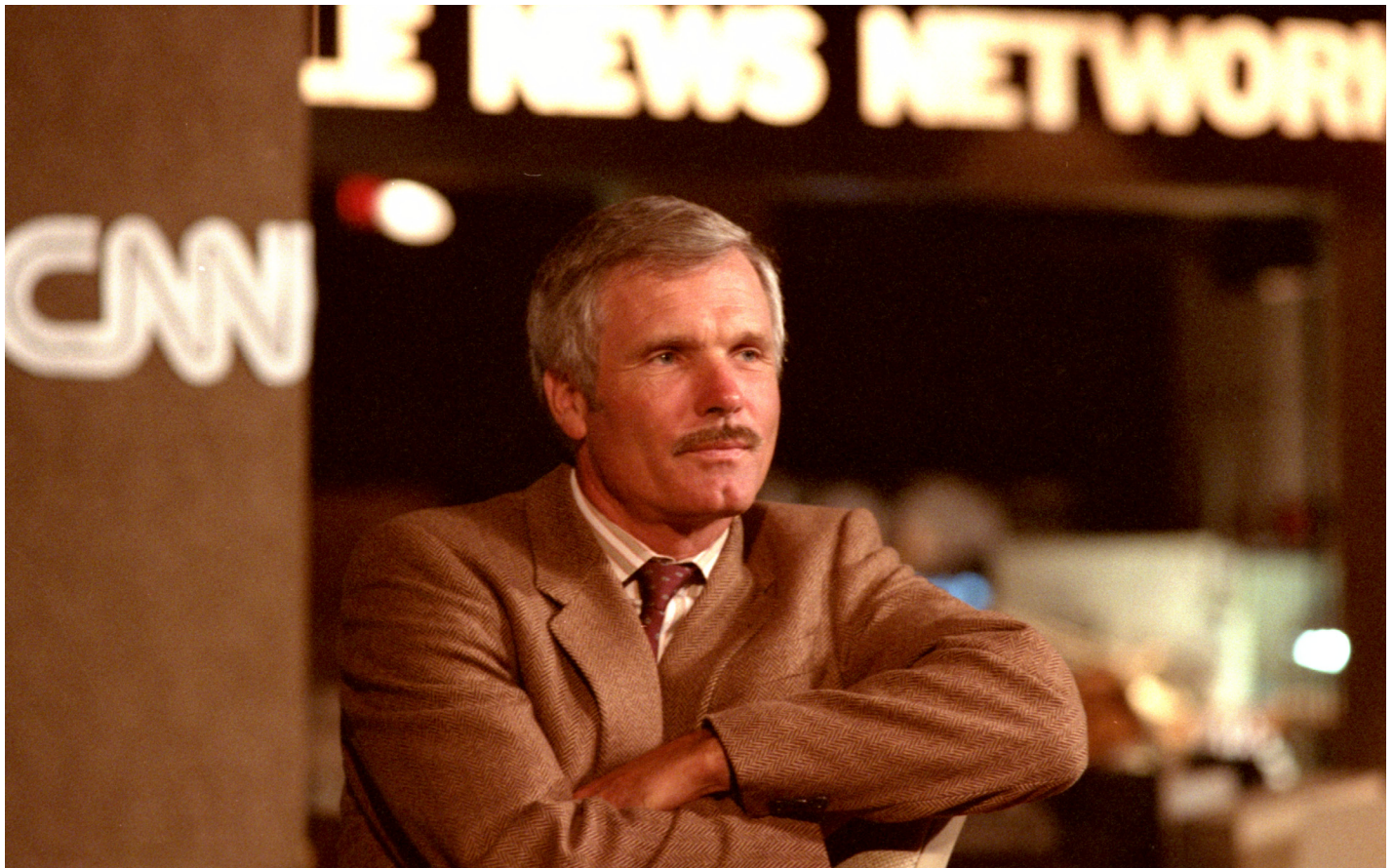
grade 3
pre-visit activity - 90 minutes + presentation
SOCIAL STUDIES + LANGUAGE ARTS

ASSESSMENT

1. Assess the drawing of a product, the productive resources students listed and the commercial presentation.
2. An individual grade can be given for the paragraph in step e.

CLOSING

Ask students to give a definition for the word “entrepreneur.”
Ask students why entrepreneurs are important to consumers.
Ask students to listen and look for information about Ted Turner during their visit to CNN. (Background information on Ted Turner and the launch of CNN is given in the “Teacher Tour” section of this site). Also see the pre-visit language arts activity. Remind students to listen carefully on the *Inside CNN Studio Tour* to learn more about bureaus.



GREAT COMPANIES!



grade 3
pre-visit activity - one hour research +
one hour preparation + presentation

LANGUAGE ARTS

OBJECTIVES

- Students will work together to produce a written script for a pretend “news” program.
- Students will present their “news” program to another class in the form of a puppet show.

MATERIALS

- Access to the Internet
- Poster board, pens paper, magic markers, other art materials

PROCEDURE

Teachers: Group students into two to three students per group, and give the following directions:

1. In the pre-visit social studies activity you learned that Ted Turner founded CNN because he thought people would be interested in watching a 24-hour news network. Many companies are started because someone had a good idea and was fearless enough to risk their own money and reputation on that good idea.
2. Today you are going to do research on one company that started in Georgia to find out how that company started and grew. You will then decide on how you will present the information you found to the class. You might choose to write a paper, make a poster, write and perform a play or write a song.
3. Choose one of the following companies for your research. Each of them were founded in Georgia:
 - a. **Coca-Cola**
 - b. **Chick Fil-a**
 - c. **Home Depot**
 - d. **Scientific Atlanta**

LANGUAGE ARTS STANDARDS

ELA3C1

The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

The Student:

- e. Speaks and writes in complete and coherent sentences.
- j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.
- m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).

ELA3R2

The student acquires and uses grade-level words to communicate effectively. The student:

- a. Reads literary and informational texts and incorporates new words into oral and written language.
- f. Determines the meaning of unknown words on the basis of context.

ELA3R3

The student uses a variety of strategies to gain meaning from grade-level text. The student:

- a. Reads a variety of texts for information and pleasure. >>

GREAT COMPANIES!

grade 3

pre-visit activity - one hour research +
one hour preparation + presentation

LANGUAGE ARTS

PROCEDURE (CON'T)

4. Have students do research to find facts about their chosen Georgia-based company on the Internet, in books, etc., and then write a class presentation of the information in an informative and interesting manner. Ask them to make sure all words are spelled correctly, the presentation is carefully done, and the information is correct.
5. Have students present the information to the class.

ASSESSMENT

1. Assess the students' ability to work together effectively.
2. Assess the project prepared by students and the presentation itself.

CLOSING

Ask students to give a definition for the word "entrepreneur." Have students discuss qualities common to the Georgia entrepreneurs researched in the activity. Ask students to explain why entrepreneurs are important to consumers and to society.



L.A. STANDARDS (CON'T)

ELA3R3 >>

- g. Summarizes text content.
- j. Identifies and infers main idea and supporting details.

ELA3W1

The student demonstrates competency in the writing process. The student:

- b. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length.
- c. Writes text of a length appropriate to address the topic or tell the story.
- d. Uses organizational patterns or conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers).
- i. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience.
- j. Uses a variety of resources to research and share information on a topic.

ELA3W2

The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature. >>

GREAT COMPANIES!

grade 3

pre-visit activity - one hour research +
one hour preparation + presentation

LANGUAGE ARTS



Made in Georgia



Georgia
On My Mind

L.A. STANDARDS (CON'T)

ELA3W2 >>

Critical Component: The student produces informational writing (e.g. procedures, report, correspondence) that:

- Captures a reader's interest by setting a purpose and developing a point of view.
- Sustains a focused topic.
- Includes the appropriate purpose, expectations, and length for the audience and the genre.
- Includes relevant examples, facts, anecdotes, and details.
- Uses organizational structure for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- Uses a variety of resources.
- Provides a sense of closure

MAKING A PRODUCTIVE RESOURCES COLLAGE



grade 3
post-visit activity - 20 minutes
SOCIAL STUDIES



NATURAL



HUMAN



CAPITAL



ENTREPRENEURSHIP

OBJECTIVES

- Students will show evidence that they understand the concept of “productive resources.”
- Students will cooperate in a collage activity.

MATERIALS

- 4 sheets of bulletin board paper, each about 3 feet long, put up in different areas or stations of the classroom. On the top of one paper write “natural”, on the next, “human”, the third write “capital” and the last, “entrepreneurship.”
- A variety of magic markers, crayons, pencils at each paper station.
- Small bell

PROCEDURE

1. Review with students the productive resources they needed with the pre-visit social studies activity as they created their own company.
2. As a class, review the productive resources used by CNN that were observed during the *Inside CNN Studio Tour*.
3. Tell students that they are going to make a productive resource collage that will display all of the productive resources used at CNN. Bring their attention to each of the paper stations. Show students that each station will display one type of productive resource used at CNN.
4. Divide students into four groups. Each group will have four minutes at each of the four stations to draw different productive resources found at CNN that fit under that category. Stations will be labeled: natural resources, human resources, capital resources and entrepreneurship. For the “Entrepreneurship” collage, students may work together to make pictures to represent the qualities that entrepreneurs such as CNN founder Ted Turner had to draw on to build a business.

MAKING A PRODUCTIVE RESOURCES COLLAGE



grade 3
post-visit activity - 20 minutes
SOCIAL STUDIES

PROCEDURE (CON'T)

5. Allow students to work for four minutes at each station and then ring the bell for students rotate in a clockwise manner to the next station. Remind students that they should attempt to draw different resources than those already found on their collage paper. At the Entrepreneurship station, they may continue and finish pictures already started by another group.
6. Take down the Productive Resource Collage papers. Ask students to write on a piece of paper the four types of productive resources with a one-sentence description of what each includes.

HELPING THE ENGLISH LANGUAGE LEARNER

If your English Language Learners hold back in a group and allow others to take the lead, give these students an opportunity to lead by allowing them (along with any other, more introverted students) to gather in one group. In this way, more outgoing students will not overwhelm them.

ASSESSMENT

1. Observe which students may be having trouble telling one type of productive resource from another and offer reinforcement later to those who are still confused.
2. Grade the short productive resource quiz given in step 6.

SOCIAL STUDIES STANDARDS

SS3E1

The student will describe the four types of productive resources;

- a. Natural
- b. Human
- c. Capital
- d. Entrepreneurship



PRODUCING A NEWS PROGRAM



grade 3
post-visit activity - three days/one hour per day
LANGUAGE ARTS

OBJECTIVES

- Students will work together to produce a news program.
- Students will experience the news gathering and reporting processes used by news programs.

MATERIALS

- Video camera (optional)
- Student desks set up for reporter use.
- Poster board, magic markers etc.

PROCEDURE - DAY ONE

1. Tell students that they are going to produce their own news program based on what is going on in their school.
2. Ask students to think back to their CNN field trip. Where do the stories that are broadcast on CNN come from? (Reporters find and research the stories.) Who delivers the news to the public? (Anchors deliver the news on air.) How do the anchors know what to say? (The stories are written before the broadcast studied by them, and provided for them to read from teleprompters as well as printed hard copies.)
3. Make a list of areas within your school that reporters could go to in order to find an interesting story to report. Make sure you clear this with teachers or administrators that may be involved. These areas might include: the office, the cafeteria, the custodian, another class, PE, music or art, or any special activity that might be going on at the time.
4. Put students into groups of two to three and assign each group of “reporters” an area to visit to find a good news story. Explain to students that this often involves just asking people what is going on at the time.
5. Ask each group to get together and make up 4-5 questions that they could ask an adult in the area in which they were assigned to cover. Remind students that when they interview people in the school they are

LANGUAGE ARTS STANDARDS

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- e. Speaks and writes in complete and coherent sentences.
- j. Uses resources to research and share information about a topic.

ELA3LSV1

The student uses oral and visual strategies to communicate. The student:

- a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.
- b. Recalls, interprets, and summarizes information presented orally.
- c. Uses oral language for different purposes: to inform, persuade, or entertain. >>

PRODUCING A NEWS PROGRAM



grade 3
post-visit activity - three days/one hour per day
LANGUAGE ARTS

PROCEDURE (CON'T)

expected to act with courtesy and good manners.

6. Send students out with their questions, paper and pencils to cover their assigned area. Give students about 20-30 minutes. As an added option, students might choose to take a camera with them. In that case, one of the reporters would become the photographer. Pictures could then be used as part of the news broadcast (in a PowerPoint presentation, for example).

DAY TWO

1. Gather students together and discuss their experiences in the different areas of the school to find interesting stories to report on.
2. Ask students if the story they found was the story they expected. (Some students may have been frustrated that an interesting story was not available, others may have been surprised by a news event.) Ask students if they think every story that reporters discover gets on the news. Why would some stories not be broadcast? (Not interesting, relevant, or important enough, etc.)
3. Give groups of students about 30-40 minutes to write their information into an interesting story to present to the class. If they wish to create posters about their story, poster board is available. Photos can be printed or loaded into a system or program for display. Students should divide the information between them so that each child has the opportunity to present information. Each student should have their own "news copy" to read from.

DAY THREE

1. In the front of the room, set up three news desks. You might use two student desks for each news desk. Choose one team to be the anchor team. They will open and close the show, and give their news story as well. They will then be responsible for moving the news show from story to story as each group comes up to present what they are ready to

L.A. STANDARDS (CON'T)

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- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes and details.
- e. Uses organizational structures for conveying information, similarities and differences, questions and answers.
- f. Provides a sense of closure.

PRODUCING A NEWS PROGRAM



grade 3
post-visit activity - three days/one hour per day
LANGUAGE ARTS

PROCEDURE (CON'T)

- report at one of the news desks. If you have a video camera, videotape the news program to show to other classes.
2. When finished, ask students what problems reporters face as part of their job. (Finding an interesting story, writing it in an interesting way, making sure that what they report is accurate, etc.).
3. Ask students if any of them would be interested in a news career (writing, researching, editing, reporting) when they get older.

CLOSING

Gather students together. Discuss with the class the challenges that are involved in running a 24-hour news network. Ask students to think back to their field trip. List on the board the different job titles of people that are involved with bringing the news to CNN viewers. (Producer, director, technical director, executive producer, story editors, reporters, anchors etc.) Ask students to share any other thoughts about the news business based on their experiences in class and on their trip to CNN.

GIFTED CONNECTION

Ask gifted students to contact an elected official or business owner in your town or city and conduct a phone interview to discover issues that they are involved in. Ask students to write up the interview and present what they have learned to the class.

ASSESSMENT

1. Assess how students work together to produce a news story.
2. Ask teachers and other adults that your students worked with to evaluate the courtesy and behavior of the student(s) who interviewed them.
3. Evaluate the quality of the news broadcast.

