<table>
<thead>
<tr>
<th>Objective</th>
<th>The students will create a timeline and foldable detailing the most important aspects of the Spindletop discovery and how it affected the nation during this time period.</th>
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| TEKS      | **§113.18. Social Studies, Grade 6, Beginning with School Year 2019-2020.**  
(3) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes. The student is expected to:  
(A) identify and explain the geographic factors responsible for patterns of population in places and regions;  
(B) explain ways in which human migration influences the character of places and regions;  
(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and  
(D) identify the location of major world countries for each of the world regions.  
(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:  
(A) explain the geographic factors responsible for the location of economic activities in places and regions; and  
(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships.  
(5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:  
(A) describe ways people have been impacted by physical processes such as earthquakes and climate;  
(B) identify and analyze ways people have adapted to the physical environment in various places and regions; and  
(C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.  
(6) Economics. The student understands the factors of production in a society's economy. The student is expected to:  
(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;  
(B) identify problems that may arise when one or more of the factors of production is in relatively short supply; and  
(C) explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.  
(21) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:  
(A) use social studies terminology correctly;  
(B) incorporate main and supporting ideas in verbal and written communication based on research; |
(C) express ideas orally based on research and experiences;
(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research; and
(E) use effective written communication skills, including proper citations to avoid plagiarism.


(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:
   (A) explain how the oil industry led to the industrialization of Texas;
   (B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;
   (C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;
   (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements such as James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; and
   (E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:
   (A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;
   (B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and
   (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:
   (A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
   (B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:
   (A) explain the impact of national and international markets on the production of goods and
services in Texas, including agriculture and oil and gas;
(B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and
(C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.

| Struggling Learners | ● The struggling learners may have 3 major points and 2 minor points on their timeline, depending on the student.  
● The struggling students may define 3-5 vocabulary words on their foldable. |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Advanced Learners   | ● The advanced learners will be required to have 7 major points and 5 minor points on their timeline.  
● The advanced students will have 10 vocabulary words on their foldable. |
| Helpful Links       | [https://tshaonline.org/handbook/online/articles/dos03](https://tshaonline.org/handbook/online/articles/dos03)  
[https://education.texashistory.unt.edu/lessons/newspapers/texasOB/index.htm](https://education.texashistory.unt.edu/lessons/newspapers/texasOB/index.htm) |
| Engage              | Start the lesson with seed questions. What is oil? How is it used? Why is it used? Why is it important? Has it always been around or is it a recent discovery? What are other oil products or byproducts? How can oil benefit us? Give the students five minutes to do a critical write to get their thoughts and answers on paper from the questions. |
| Explore             | Give the lesson over Spindletop. Get into the power zone every five to ten minutes. The students need the basics, build on their prior knowledge of what their answers to the bell work questions were. This is the time where the main lesson will be given and all vital information will be told, read, and discussed. The main topics are the impacts that the Spindletop discovery had on the social, political, physical and, economical factors of the time period. |
| Explain             | Check for understanding. Ask students questions about the lesson so far. Analyze and investigate to see if it is necessary to reteach any parts. Students will be given directions for the foldable and timeline. They are to create a timeline with 5 major points and 3 minor points over this subject and time period. The foldable will be of key terms, there will be a list that is provided. |
| Elaborate           | This is the time that the students will create their foldable and timelines. They will have the opportunity to bounce ideas off of two people in their group. However, each student is required to turn in one foldable and one timeline. |
| Evaluate            | The teacher will grade the timeline and foldable based on the amount of effort that the students put into them. The students were required to add 5 major points and 3 minor points on the timeline. They were also required to create a foldable of 5 vocabulary words. They were to choose five from the list on the board and give definitions in their own words based on how these words were used in the lesson. If the foldable is not done it can be finished the next day. |