

Social Studies Lesson Plan High School

Objective	The students will research about the discovery of oil and write a 2-3 page essay over the impacts of oil had on the community, physically, politically, and economically.
TEKS	<p>§113.41. United States History Studies Since 1877</p> <p>(c) Knowledge and skills.</p> <p>(17) Economics. The student understands the economic effects of World War II and the Cold War. The student is expected to:</p> <ul style="list-style-type: none"> (E) describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system such as the Organization of Petroleum Exporting Countries (OPEC) oil embargo, the General Agreement of Tariffs and Trade (GATT), and the North American Free Trade Agreement (NAFTA). <p>(27) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to:</p> <ul style="list-style-type: none"> (A) analyze how scientific discoveries, technological innovations, space exploration, and the application of these by the free enterprise system improve the standard of living in the United States, including changes in transportation and communication; and (B) describe how the free enterprise system drives technological innovation and its application in the marketplace such as cell phones, inexpensive personal computers, and global positioning products. <p>§113.42. World History Studies</p> <p>(b) Introduction.</p> <p>(4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.</p> <p>(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.</p> <p>(c) Knowledge and skills.</p> <p>(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:</p> <ul style="list-style-type: none"> (A) compare the causes, characteristics, and consequences of the American and French

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revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;

(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;

(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and

(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.

§113.43. World Geography Studies

(b) Knowledge and skills.

- (4) Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:
- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions;
- (B) describe different landforms and the physical processes that cause their development; and
- (C) explain the influence of climate on the distribution of biomes in different regions.
- (12) Economics. The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to:
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and
- (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water.

§113.44. United States Government

(b) Knowledge and skills.

- (3) Geography. The student understands how geography can influence U.S. political divisions and policies. The student is expected to:
- (A) understand how population shifts affect voting patterns;
- (B) examine political boundaries to make inferences regarding the distribution of political power; and
- (C) explain how political divisions are crafted and how they are affected by Supreme Court decisions such as *Baker v. Carr*.
- (5) Economics. The student understands the roles played by local, state, and national governments in both the public and private sectors of the U.S. free enterprise system. The student is expected to:
- (A) analyze how economic and natural resources influence U.S. foreign policy; and

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	(B) describe the roles of the executive and legislative branches in setting international trade and fiscal policies.
STAAR G B	<p>8 Which of the following is an example of fulfilling a civic responsibility?</p> <p>F Interviewing for employment</p> <p>G Reporting for jury duty</p> <p>H Collecting donations for charities</p> <p>J Preserving records of ethnic ancestry</p> <p>43 Which factor contributed most to the flooding in New Orleans during Hurricane Katrina?</p> <p>A The location of the surrounding barrier islands</p> <p>B The city's low elevation</p> <p>C The presence of offshore oil rigs</p> <p>D The buildup of silt in the Mississippi</p>

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MEMORANDUM

THE WHITE HOUSE
WASHINGTON

October 31, 1979

MEMORANDUM FOR: THE PRESIDENT
FROM: DAVID AARON
SUBJECT: Iran Demonstrations

Thursday is a religious holiday in Tehran, and the authorities have called for a massive religious/political demonstration to protest U.S. policy and the presence of the Shah in the United States. Police in Tehran anticipate up to one million demonstrators. The program calls for public prayers and a rally in the working class district in South Tehran, followed by a march into town.

Source: NARA

These demonstrations led to —

B

- A a global energy crisis brought on by an OPEC oil embargo
- B the bombing of a Marine barracks, followed by retaliatory U.S. air strikes
- C a U.S. boycott of the Olympics in protest of events in Central Asia
- D a hostage crisis that severely damaged confidence in the Carter administration

65 Which of the following is an example of using a renewable resource to generate electricity?

- A Building pipelines to maximize the efficiency of transporting oil and gas
- B Placing large wind turbines in areas with strong, steady winds
- C Using hydraulic fracturing with water and sand to release oil and gas
- D Conducting open-pit mining in areas where coal is found near the surface

Struggling

- The struggling learners may only write 1-3 page essay.

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Learners	<ul style="list-style-type: none"> The struggling learners may write only over the oil gusher or discovery of oil.
Advanced Learners	<ul style="list-style-type: none"> The advanced learners will need to write 3-5 pages. This may potentially be homework. The advanced learners will need to write one full page of the consequences of an oil gusher.
Helpful Links	<u>Ocean Energy</u> <u>Oil History</u> <u>Oil Gusher Spindletop Replica</u>
Engage	The students will watch the short youtube clips. The students are going to write a short essay over the effects of the discovery of oil. The students will draw conclusions about what would happen to the physical well being of the landscape after an oil derrick gushes, as shown.
Explore	The students will create some predictions of how the oil gushed out of the derrick. They will also predict how the gusher was contained. Based on their predictions of how oil was discovered and the videos, students will make a prediction and write one page over it.
Explain	There will be a mini lesson over the discovery of oil and its primary effects on the physical landscape. It will also be discussed how an oil gusher and the discovery of oil could damage or aid an oil business. The students will be taking notes at this time, in order to continue their writing of their essay.
Elaborate	This will be the time where the students are able to ask their peers and the teacher questions to solidify their understanding of the discovery of oil. The students will do the bulk of their writing of their essay at this time. Gives students the opportunity to expand and solidify their understanding of the concept and be able to apply it to a real world situation.
Evaluate	As a class we will discuss the effects of an oil gusher and how it can affect the physical, political, and economical welfare of the area in which the derrick is placed. We will also discuss how a gusher could potentially damage an oil business. Or on the contrary make the business prosper.