

Elementary Social Studies Petroleum Lesson Plan

Objective	<p>The students will:</p> <ul style="list-style-type: none"> ● Analyze the petroleum industry. ● Know and understand the relevance of the the key people ● Know and understand the businesses and their significance during this time period.
TEKS	<p>§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.</p> <p>(a) Introduction.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(4) 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>(5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).</p> <p>(b) Knowledge and skills.</p> <p>(7) Economics. The student understands the value of jobs. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify jobs in the home, school, and community; and (B) explain why people have jobs. <p>§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012.</p> <p>(a) Introduction.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.</p> <p>(b) Knowledge and skill</p> <p>(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:</p> <ul style="list-style-type: none"> (B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and (C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation. <p>§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.</p> <p>(a) Introduction.</p> <p>(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as nonfiction texts, primary sources, biographies, folklore, poetry, songs, and</p>

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artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, online tours, and local and state preservation societies.

(b) Knowledge and skills.

(3) History. The student understands how various sources provide information about the past and present. The student is expected to:

(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and

(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

(A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;

(B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins;

(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:

(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil

(13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent. The student is expected to:

(A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world;

(B) identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world; and

(C) explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.

§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(b) Knowledge and skills.

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

(B) identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.

§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Where appropriate, local topics should be included. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(b) Knowledge and skills.

(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:

- (A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II;
- (B) explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins; and
- (C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

- (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
- (B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.

(7) Geography. The student understands the concept of regions. The student is expected to:

- (A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity;
- (B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation; and
- (C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.

§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.

(a) Introduction.

(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as documents, biographies, novels, speeches, letters, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

(b) Knowledge and skills.

(5) History. The student understands important issues, events, and individuals in the United States

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during the 20th and 21st centuries. The student is expected to:

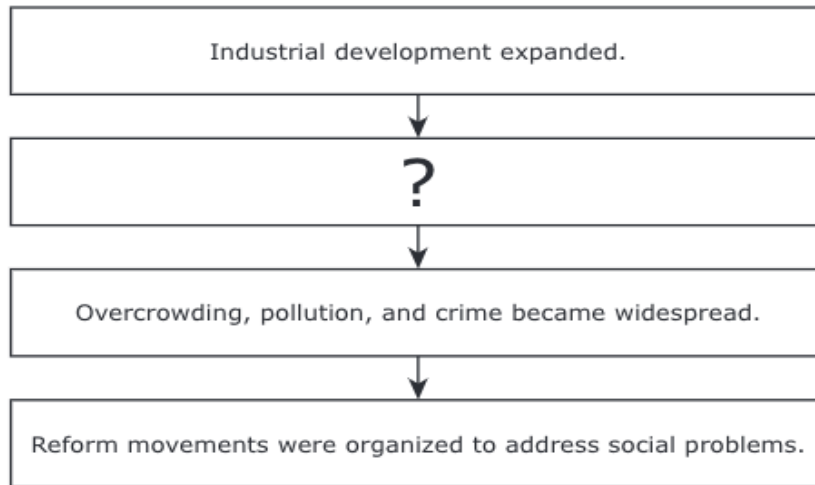
- (A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;
- (6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
 - (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps; and
 - (B) translate geographic data into a variety of formats such as raw data to graphs and maps.

STAAR

2017 Released STAAR Test

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United States in the Mid-1800s



Answer:

F

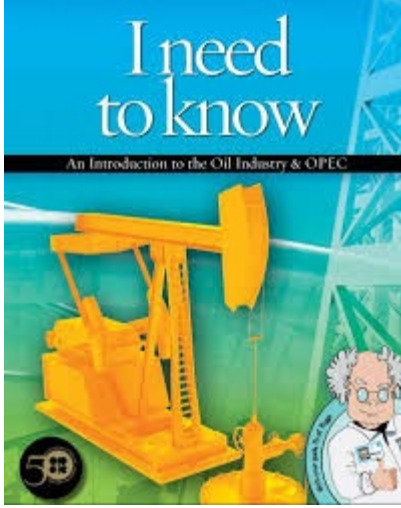
Which sentence best completes this diagram?

- F** Cities grew rapidly.
- G** Demand for artisans increased.
- H** Farms experienced a shortage of labor.
- J** Government regulation of factories increased.

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<p>Answer: G</p> <p>Answer A</p> <p>Answer C</p>	<p>18 How did advancements in industrial technologies affect businesses during the late nineteenth century?</p> <p>F By making handcrafted goods more affordable</p> <p>G By improving production methods and increasing competition</p> <p>H By forcing producers to manufacture multiple products</p> <p>J By causing an increase in wages for factory workers</p> <p>41 What was one result of industrialization in the United States during the mid-1800s?</p> <p>A Sectional differences increased.</p> <p>B The federal government prohibited immigration.</p> <p>C Job opportunities decreased.</p> <p>D Fewer public lands were devoted to transportation.</p> <p>43 The economies of the new western states were very different from those of the northeastern states in the mid-1800s. One major difference was that western states —</p> <p>A relied on subsistence farming</p> <p>B used natural harbors for shipping</p> <p>C focused on mining and agriculture</p> <p>D traded freely with other nations</p>
<p>Struggling Learners</p>	<ul style="list-style-type: none"> ● These students are allowed to draw pictures for their predictions. ● These students will only use the correct spelling for the pop quiz.
<p>Advanced Learners</p>	<ul style="list-style-type: none"> ● These students will create their own questions to ask after the story. ● These students will use the correct spelling, the proper use in a sentence, and the definition, for the pop quiz.
<p>Helpful Links</p>	<p>Oil and Gas</p>

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<p>Engage</p>	<p><i>I Need To Know</i> is an introduction to the oil industry. This text is written in plain form for younger children to be able to comprehend the text. Before the book has been read, there will be a class discussion over the prediction of the book. After the class will write a short story of their prediction of the text. After the short story the book will be read aloud. A copy should be available for all students to follow along.</p> <div style="text-align: center;">  </div>
<p>Explore</p>	<p>Throughout the reading of the book, the teacher should ask students what they believe will happen. After the book has been read, students will be asked if their predictions were correct or incorrect. The applications should reflect experiences or interactions that may or may not have occurred in students own lives.</p>
<p>Explain</p>	<p>The teacher will then model how to locate a new vocabulary word. At this time, students will go through the story again in groups of three to four and circle words that they do not know the meaning of. The group is to circle at least seven vocabulary words. Once the students have located all of the words that they do not know, they will look up the definition either in a dictionary or by using the class computers.</p>
<p>Elaborate</p>	<p>The students will then designate one person to go up to the board and write their vocabulary words. If there are duplicates, the first group to write the word will be the group that uses it. After the master list of vocabulary words have been written, each group will go up to the front of the classroom and present their words. They will be required to give the class the definition and use the word in a sentence.</p>
<p>Evaluate</p>	<p>After all students have presented their words, the teacher will ask the class the definitions of the vocabulary words. Based on recollection and correct responses will determine if these words and their definitions should be distributed for students to keep in their folders. Based on the teachers discretion, if the entire class has a solid understanding of the vocabulary words, the teacher may collect a grade.</p>