

Social Studies Lesson Plan Middle School

Objective	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.
TEKS	<p>§113.18. Social Studies, Grade 6, Adopted 2018.</p> <p>(b) Knowledge and skills.</p> <p>(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;</p> <p style="padding-left: 40px;">(B) explain ways in which human migration influences the character of places and regions;</p> <p style="padding-left: 40px;">(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p> <p style="padding-left: 40px;">(D) identify the location of major world countries for each of the world regions.</p> <p>(4) Geography. The student understands how geographic factors influence the economic development and political relationships of societies. The student is expected to:</p> <p style="padding-left: 40px;">(A) explain the geographic factors responsible for the location of economic activities in places and regions; and</p> <p style="padding-left: 40px;">(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.</p> <p>(19) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:</p> <p style="padding-left: 40px;">(A) differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures;</p> <p style="padding-left: 40px;">(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p> <p style="padding-left: 40px;">(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and</p> <p style="padding-left: 40px;">(D) identify different points of view about an issue or current topic.</p> <p>§113.19. Social Studies, Grade 7, Adopted 2018.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p style="padding-left: 40px;">(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and</p>

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(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the historical influence of individuals or groups on various contemporary societies; and

(B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present

§113.20. Social Studies, Grade 8, Adopted 2018.

(b) Knowledge and skills.

(5) History. The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:

(A) describe major domestic problems faced by the leaders of the new republic, including maintaining national security, creating a stable economic system, and setting up the court system;

(B) summarize arguments regarding protective tariffs, taxation, and the banking system;

(C) explain the origin and development of American political parties;

(10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

(A) locate places and regions directly related to major eras and turning points in the United States during the 17th, 18th, and 19th centuries;

(B) compare places and regions of the United States in terms of physical and human characteristics; and

(C) analyze the effects of physical and human geographic factors such as weather, landforms, waterways, transportation, and communication on major historical events in the United States.

STAAR

6

United States in the Mid-1800s

Industrial development expanded.



?



Overcrowding, pollution, and crime became widespread.



Reform movements were organized to address social problems.

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.

A

- 13** One environmental consequence of the large-scale cultivation of cotton in the South was —
- A** widespread soil exhaustion caused by decades of farming
 - B** drought caused by overuse of river water to irrigate farmland
 - C** air pollution caused by the use of cotton gins
 - D** widespread water contamination caused by fertilizer runoff

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18 How did advancements in industrial technologies affect businesses during the late nineteenth century?

F By making handcrafted goods more affordable

G By improving production methods and increasing competition

H By forcing producers to manufacture multiple products

J By causing an increase in wages for factory workers

G

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Struggling Learners	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	Ocean Energy
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.