

Unit 8 Week 1
Texas Frontier
March 4-March 8

TEKS
4.4B explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson;
4.4C identify the impact of railroads on life in Texas, including changes to cities and major industries
4.4D examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo
4.8A identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II
4.8B describe and explain the location and distribution of various towns and cities in Texas, past and present
4.9B identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities
4.10B explain the economic activities early immigrants to Texas used to meet their needs and wants
4.11A describe the development of the free enterprise system in Texas

Academic Vocabulary		
Barbed Wire - A twisted wire with sharp points or barbs along it.	Immigration - The action of coming to live permanently in a foreign country.	Migration - To move.

Fort - A strongly constructed building used to house soldiers and weapons.	Industry - A group of businesses that make a type of product or provide a type of service.	Railroad - A set of tracks made of steel rails along which passenger and freight trains run.
---	---	---

Day 1- 3/4 FREE ENTERPRISE

Engage: Ice cream treat exchange, 4 corners

Four Corners Activity:

- Print the four pictures from the Teacher Resource: [Ice Cream Treat Engage](#).
- Tape the four pictures of different ice cream treats in the 4 corners of the classroom.
- Ask students to look at each treat, and point out the price for each treat.
- Ask students to pretend they had done chores at home and earned \$1.00.
- Explain that their dollar could buy them four ice cream sandwiches – one treat for four days, or they could buy two ice cream cones, but their dollar would only buy them one ice cream bar or one banana split.
- Ask students to go stand in the corner near the picture of the treat they would be willing to purchase if they had earned the dollar.

*Explain that the students just participated in something called the Free Enterprise System.

Explore & Explain: Free Enterprise ice cream simulation

Free Enterprise Ice Cream Simulation

1. Organize students into groups of three or four.
2. Share with the students the following scenario.

- Ice cream is offered for sale at school during lunch time for fifty cents. You earned fifty cents to buy ice cream during lunch time at school today. However, the same ice cream sells for twenty five cents after school at the corner store.
3. On the board, the teacher will post the following [graphic organizer](#), [Schmerhorn organizer](#) and tally the students' decisions.

<i>Will you buy ice cream at school, the corner store, or save the fifty-cents?</i>			<i>If you buy ice cream at the corner store, will you save or spend the other twenty-five cents on something else?</i>	
<i>School</i>	<i>Corner Store</i>	<i>Save 50 cents</i>	<i>Save 25 cents</i>	<i>Spend 25 cents</i>

4. Inform students that whichever choice they made, they were part of the free enterprise system.
5. Share with the students the following information. Texas is now a part of the United States and will now operate according to the United States free enterprise system. We use the term free enterprise in connection with the American economy. A free enterprise system has two important qualities. First, individuals own the businesses and farms that produce goods and services. They decide what they will produce. The consumer supports the system by what they are wanting to purchase.

Elaborate: Students [“turn and talk”](#) to a partner to brainstorm at least 3 different ways Texans have participated in the free enterprise system in history. (Ensure no student is left without a partner.) Students volunteer responses, as the teacher clarifies and verifies answers. Examples may include the ideas listed below:

- Farming
- Ranching
- Small Businesses – General Stores, hotels
- Traders
- Craftsmen

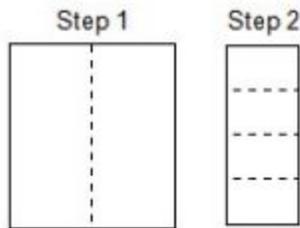
Day 2-3/5

Engage: What is free enterprise? Pair share

Explore & Explain:

Free enterprise Vocabulary and Graphic Organizer ****Count as a grade****

1. Students create a graphic organizer to acquire knowledge about the academic vocabulary relevant to the free enterprise system.
2. Distribute to each student a piece of white unlined paper.
3. Instruct the student to fold the paper vertically (Step 1) and then horizontally four times (Step 2).



4. Students cut along the four folded lines in step two and label each flap with one of the following terms.
 - Supply
 - Demand
 - Choice
 - Opportunity Cost
5. On the inside of each flap, students write the definition for each term, draw an illustration for each term, and then describe their illustrations to a partner.
6. [Teacher provides the definitions for each term and relates the definition to the original ice cream scenario.](#)
 - **SUPPLY** The amount of a product that is available. Explain that the ice cream in our original scenario was available from two different vendors: the school and the Corner Store.

- **DEMAND** The need for a product or a service. Explain that students buying the ice cream create the demand for the product.
- **CHOICE** Making a decision to purchase a product or service. Explain that the students' choice of buying the ice cream at school, at the corner store, or saving the money is their choice that affects the supply and the demand.
- **OPPORTUNITY COST** Something you give up in order to get something else. Explain that the Corner Store might give up making more profit on each ice cream treat by selling it for only 25 cents, but they hope to make up for that by selling a greater number of treats.

Elaborate: Ask: What would happen to the school ice cream situation if the majority of students chose to purchase ice cream for 25 cents at the Corner Store after school rather than buying the ice cream during lunch for 50 cents?

Evaluate: Turn and Talk

Day 3- 3/6

Engage:

Explore & Explain: Vocabulary & Questions relating to the Texas Economy

On the back side of the graphic organizer, students write and answer the following questions using their prior knowledge, textbook, and other resources.

- **SUPPLY:** Which natural resource did Texas have a large supply of prior to the Civil War? *Suggested answers: land, lumber, cotton, animal skins*
- **DEMAND:** Which product or service did Texans demand prior to the Civil War? *Suggested answers: hotel service, pots, leather, cloth*
- **CHOICE:** What type of economic choices did Texans have to make prior to the Civil War? *Suggested answers: what and how much to grow, if they should buy horses, cattle, a buggy, a wagon, etc.*

- **OPPORTUNITY COST:** What did Texans have to give up to live in Texas prior to the Civil War? *Suggested answers: availability of manufactured products, had to live off what they could make or grow, etc.*

Elaborate: Pair share with table groups

Day 4- 3/7

Engage: Question/pair share - Identify your favorite store and the items you buy there. Explain how you, your family and the people in the community depend on the store and the items they sell.

Explore & Explain: Read pages 272-275 [Worksheet](#)

Elaborate: Question for discussion: “How did the growth of cattle industry provide economic opportunity for Texas?”

Evaluate: Review vocabulary words introduced in this chapter. Can be added to notebooks.

Day 5- 3/8

Engage: Ask “What do you think is a symbol for Texas?” Using a dry erase marker, write or draw your answer on you desk. Gallery walk.

Explore & Explain: Read pages 276-279.

Elaborate: Students will answer: “Why do you think the longhorn became the symbol of Texas?”

Evaluate: [Exit ticket](#). Students will explain the contribution of Richard King, Lizzie Johnson and Charles Goodnight.