



LESSON PLAN

THE COMMERCIAL MELTING POT: 20TH CENTURY TEXAS BUSINESS

Social Studies, Grades 4–8

OBJECTIVE

Students will demonstrate understanding of the impact of the free enterprise system on Texas commerce and the economy. Through creation of a brochure to entice business to Texas, students will analyze the development of major Texas industries, the desirability of Texas as a commercial location, and the benefits of attracting new commercial ventures to the state.

PROCESS

Prior Knowledge

Students should have a basic understanding of the commercial culture in Texas, including companies that reside in the state.

Students should understand the concept of the free enterprise system and its resultant features.

Hook

Write the following questions on the board:

Fourth Grade

- What is the free-enterprise system?
- How does it work?
- Why does it benefit Texas and the U.S.?
- Be prepared to give specific examples to support your points.
- What products/goods does the U.S. produce and/or sell?
- What products/goods does Texas produce and/or sell?

Seventh Grade

- What is the free-enterprise system?
- What is supply and demand?
- What is profit?
- How can situations around the world have an impact on the Texas and U.S. economy?

Be prepared to give specific examples to support your points.



LESSON PLAN

Have students work with a partner for about 5 minutes to discuss and record their answers to the above questions. Have groups share their answers and discuss.

As a group, have students brainstorm companies and/or industries that currently take advantage of the natural resources, economy, or location of Texas.

Once the list has been created, have the students discuss how these different companies/industries benefit Texas and what makes Texas attractive to these companies/industries.

Lesson

Using TAMI's collection of commercial advertisements and promotional films (see Videos), choose roughly 5-10 from the list to share with students.

NOTE: The list of Videos is by no means an exhaustive list of the TAMI collection. It was prepared to provide examples of the variety of films that do exist and the topics they address. If you are interested in different content, it is recommended that you search TAMI's database by either the term "commercial," a specific company name, or the name of an industry.

Instruct students to watch the films looking for the following:

- What industries are located in Texas?
- What are the companies advertising through their commercials?
- How are they attempting to convince the public to use their product?
- Why do you think the company chose to open a location in Texas?
- What impact do you think the company and their product has on Texas?
- How and why has the company spread to other regions of the world today?

Alternate through the films you selected by showing the film, having students answer the above questions, and discussing each film before you start the next one.

Independent Practice

Using the class discussion over the archival footage, their textbooks, the Resource section, and the Internet, have students create a brochure or (depending on the technology you have available) a commercial advertising Texas to a specific business or field with the intent of enticing them to relocate to the state. The brochure should focus on the following concepts:

- Information about similar companies or industries currently located in Texas (or that the arrival of this industry/business would be a groundbreaking first)



LESSON PLAN

- The benefits of relocation of the company to Texas – focusing on both benefits to Texas and the company (consider political, social, and economic benefits)
- The availability of workers, resources, and transportation for the company
- What region would be the best for the business they are trying to attract
- Why Texas is the best choice

When students have completed their commercial or brochure, have them present their ideas to the class as if the class was the business they were trying to attract. At the completion of the presentation, have the students vote to determine which presentation was the most effective in convincing them to move their business to Texas.

Extended Learning

OPTION 1

Have students watch the film *Dallas Market – Center of World Trade* (see Videos), taking notes that focus on the role of the Dallas market in world trade. Students should then write a persuasive essay to an East coast business convincing them to relocate their corporation to Dallas, providing specific details to explain why Dallas is an ideal setting for world trade and would be a benefit to their company.

OPTION 2

Have students watch the film *Dallas Market – Center of World Trade* (see Videos), to provide an example to them of the changes in the Texas commercial environment since the 1940s. Specifically, encourage them to look at the changing role of Texas in the global economy over the last 70 years. Students should then write an expository essay discussing the changes in the Texas commercial economy over the last 70 years, focusing on the growth of Texas business that resulted from World War II, the movement of successful Texas companies into other regions, and the role Texas currently plays in the national and global economy.



LESSON PLAN

Videos



Butter Krust Student Tours – Mass Production/Student Tour

4:20

https://texasarchive.org/2008_00297



Dr. Pepper Commercial, no. 2 – Dick Clark Promotion

1:01

https://texasarchive.org/2010_01156



Phillips Petroleum Company Commercial, no. 4 – artificial kidney

29 seconds

https://texasarchive.org/2010_01079



Phillips Petroleum Company Commercial, no. 2 – anti-icer promotion

30 seconds

https://texasarchive.org/2010_01077



Lone Star Gas Commercial – Clean-Burning Natural Gas

1:01

https://texasarchive.org/2010_01157



Mrs. Baird's Commercial, no. 3 – family business

1:01

https://texasarchive.org/2010_01057



Old El Paso Commercial, no. 1 – Tacos Save the Day

30 seconds

https://texasarchive.org/2010_01080



LESSON PLAN



Haggard Slacks Commercial, no. 3 – Grandma's Hip

30 seconds

https://texasarchive.org/2010_01042



Frito-Lay Commercial, no. 3 – Bean Dip

30 seconds

https://texasarchive.org/2010_01063



Frito-Lay Commercial, no. 13 – Doritos

30 seconds

https://texasarchive.org/2010_01073



Imperial Sugar Commercial, no. 1

1:01

https://texasarchive.org/2010_01048



RadioShack Commercial, no. 1 – Cellular Phones

1:08

https://texasarchive.org/2010_00706



Six Flags Over Texas Commercial, no. 1

1:03

https://texasarchive.org/2010_01170



Dallas Market – Center of World Trade

19:57

https://texasarchive.org/2010_00678

RESOURCES

Web sites related to the above films

<https://www.drpepper.com/en>



LESSON PLAN

http://www.conocophillips.com/EN/about/who_we_are/history/phillips/Pages/index.aspx

<https://www.mrsbairds.com/>

<https://www.generalmills.com/en/Brands/Meals/old-el-paso>

<https://www.haggar.com/>

<https://www.fritolay.com/>

<https://www.imperialsugar.com/>

<https://www.radioshack.com/>

<https://www.sixflags.com/>

TEKS

Social Studies, Grade 4

5A - 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

11A - Describe the development of the free enterprise system in Texas

11B - Describe how the free enterprise system works, including supply and demand

11C - Give examples of the benefits of the free enterprise system such as choice and opportunity

12D - Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas

13C – Explain how Texans meet some of their needs through the purchase of products from the United State and the rest of the world

23A – Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

23B - Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 5

11A - Describe the development of the free enterprise system in colonial America and the United States

11B - Describe how the free enterprise system works in the United States

11C - Give examples of the benefits of the free enterprise system in the United States



LESSON PLAN

12A - Explain how supply and demand affects consumers in the United States

13A - Compare how people in different parts of the United States earn a living, past and present

13C - Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States

13D - Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

26A - Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

26B - Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 6

8A - Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies

8B - Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply

8C - Explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies

9A - Compare ways in which various societies organize the production and distribution of goods and services

9B - Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system

10A - Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries

10B - Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy

23A - Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

23B - Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision



LESSON PLAN

Social Studies, Grade 7

7E - Analyze the political, economic, and social impact of major events, including World War I, the Great Depression, World War II, on the history of Texas

12A - Explain economic factors that led to the urbanization of Texas

12B - Trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing

12C - Explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas

13B - Analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of Texas

23B - Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

STAAR

Social Studies, Grade 8

14A - Explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion, taxation, and property rights

14B - Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries

29A - Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States

29B - 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

29C - Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

29D - Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants

29E - Support a point of view on a social studies issue or event