10 Minutes of Social Studies: The Free Enterprise System in Texas

*Lessons from the Dr Pepper Museum to help you teach economics concepts, even in the midst of a busy day.*

Objective: SWBAT describe the Free Enterprise System and identify an example of how it was at work in Texas history.

TEKS: 4.11 A B C

(11) Economics. The student understands the characteristics and benefits of the free enterprise system in Texas. The student is expected to:

(A) describe the development of the free enterprise system in Texas

(B) describe how the free enterprise system works, including supply and demand; and

(C) give examples of the benefits of the free enterprise system such as choice and opportunity.

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| Day | Tool  | Connection |
| Day 1 Engage | Do: As a class, read the examples and create a class definition for the Free Enterprise System. | Say:Tell students that *“In the Free Enterprise System, producers and consumers have the freedom to choose what to buy/sell.”*  |
| Day 2 Explore | Play Video: As a class, watch a video about a product or business that has scarcity: [The Chisholm Trail](https://texastimetravel.com/travel-themes/main-chisholm-trail) | Ask:As a class, ask students to answer the question: *“How were cattle drives a business? What choices did people make to make the cattle industry possible?”* |
| Day 3 Explain | Read: As a class, read [Cattle](https://blog.cowboypoetry.com/2017/02/17/cattle-by-berta-harte-nance-1883-1958/) by Berta Harte Nance. Reread the poem and explain what the phrases mean as needed.  | Discuss:As a class, discuss how the cattle business helped create communities in Texas. |
| Day 4 Elaborate | Do:In small groups, ask students to use their knowledge of the cattle industry to identify the demand for cattle today.  | Say:Explain that *“Consumers (shoppers) make choices with their shopping that tell Producers (makers/sellers) what they should choose to make/sell.*  |
| Day 5 Evaluate | Play VideoAs a class, watch a video about the cattle industry today: (Please watch videos first) [Environmental Impact of Cows](https://www.youtube.com/watch?v=ut3URdEzlKQ), [Grass Fed Beef](https://www.youtube.com/watch?v=xf-0AgzrE2Q), or [Climate Change Diet](https://www.youtube.com/watch?v=nUnJQWO4YJY)  | Ask: As individuals, students will respond to the following question: *“How can you make changes with your shopping choices?”*  |

RESOURCES

Day 1: Free Enterprise Examples

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| Examples of Free Enterprise |
| Joey chose to sell celery soda, but people chose not to buy it! |
| Daniel went to the grocery store and chose to buy beans and beef to make chili.  |
| Mary Beth chose to buy shoes made out of recycled bottles.  |
| The Soda Fountain chose to sell ice cream because customers like a sweet treat. |
| Chris chose to make a commercial to advertise how wonderful his shop was in comparison to the shop across the street. |
| Gracie worked more hours than her friend, so she earned more money.  |
| Summer did not earn money on the day she chose not to go to work.  |
| The pharmacy chose to use advertisements to persuade people to come their store. |
| The factories made good quality products so that people would choose to buy their soda.  |