

Instructional Recipe

How Did Spindletop Spark a Texas Industry that impacted the nation?

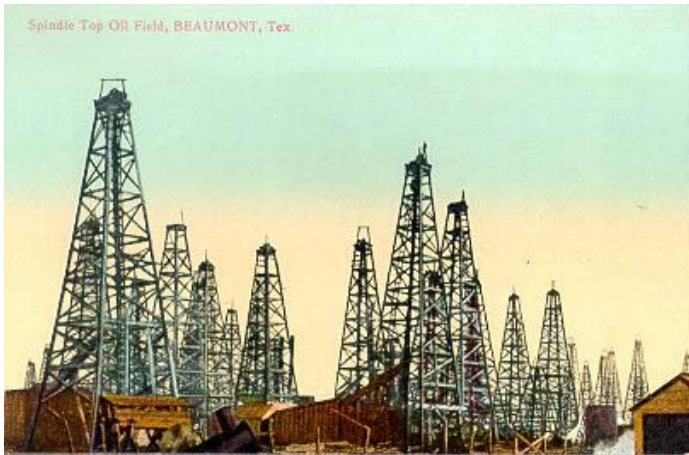
Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will explain the political, economic, and social impact of the oil industry on the industrialization of Texas.

Introduction:



W.D. Hornaday Collection, Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1975/70-4119.

<http://www.tsl.state.tx.us/exhibits/railroad/oil/spindletop.html>

Ask:

- ★ Do you think the Spindletop oil field looked like the postcard picture in 1901 or did it take time to look this way? Why do you think this way?
- ★ Do you think there were other cities in America that looked like Spindletop? Why or why not?
- ★ What do you think changed in Texas as a result of the discovery of oil?

Vocabulary:

- ★ **oil boom** – period of economic growth due to the discovery of oil
- ★ **industrialization** – to introduce industry into an area

TEKS:

- (7.7 A)** explain the political, economic, and social impact of the oil industry on the industrialization of Texas.
- (7.21 A)** differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- (7.21B)** 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.
- (7.21C)** organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- (7.21D)** identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- (7.21E)** support a point of view on a social studies issue or event.

Technology Application TEKS:

- (6A)** Determine and employ methods to evaluate the electronic information for accuracy and validity
- (6B)** Resolve information conflicts and validate information through accessing, researching, and comparing data
- (6C)** Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information
- (7A)** Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
- (7D)** Demonstrate proficiency in use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics
- (7E)** Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
- (10A)** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports
- (10D)** Demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate
- (11A)** Publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

Step 2 – Investigate

Texas State Library and Archives Resources:

- ★ “The Oil Wars”: <http://www.tsl.state.tx.us/exhibits/railroad/oil/page2.html>
- ★ W.D. Hornaday Collection, Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1975/70-4119 and 1975/70-4120.
<http://www.tsl.state.tx.us/exhibits/railroad/oil/spindletop.html>

EBSCO Resources:

- ★ [Crude Awakening](#). By: Sweany, Brian O. Texas Monthly, Jun2006, Vol. 34 Issue 6, p28-30, 2p, 1 color; Reading Level (Lexile): [1010](#); (AN 20893699)
- ★ [Houston, Texas](#). Monkeyshines on America, Oct2003 Texas Issue, p7-7, 1p; Reading Level (Lexile): [1020](#); (AN 12723747)
- ★ [Well Oiled](#). By: Greenburg, Zack O'Malley. Forbes, 7/24/2006, Vol. 178 Issue 2, p178-178, 1/4p, 1 graph; Reading Level (Lexile): [950](#); (AN 21923148)

Additional Websites:

- ★ *The Lucas Gusher, 1901*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph41398/>. Accessed August 8, 2009.
- ★ Texas Historical Foundation. *Heritage, Volume 12, Number 03, Summer 1994*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45412/>. Accessed August 8, 2009.
- ★ Davis, Ellis Arthur. “History of the Texas Oil Industry.” *The Encyclopedia of Texas*. Dallas, Tex. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph21069/>. Accessed August 8, 2009.
- ★ L.L. Allen. *[Five Men Working for the Gulf Production Company]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph37217/>. Accessed August 8, 2009.
- ★ Fort Worth Chamber of Commerce. *Fort Worth, Texas: "where golden West and sunny Southland meet"*. Fort Worth. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph41337/>. Accessed August 8, 2009.
- ★ *[American Oil Company Refinery in Texas City in 1934]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph15329/>. Accessed August 8, 2009.
- ★ <http://tshaonline.org/handbook/online/articles/OO/doogz.html>
- ★ <http://texasalmanac.com/history/highlights/oil/>

Use the above resources to record information on the concept map on the next page. Think about the following when using the primary sources above:

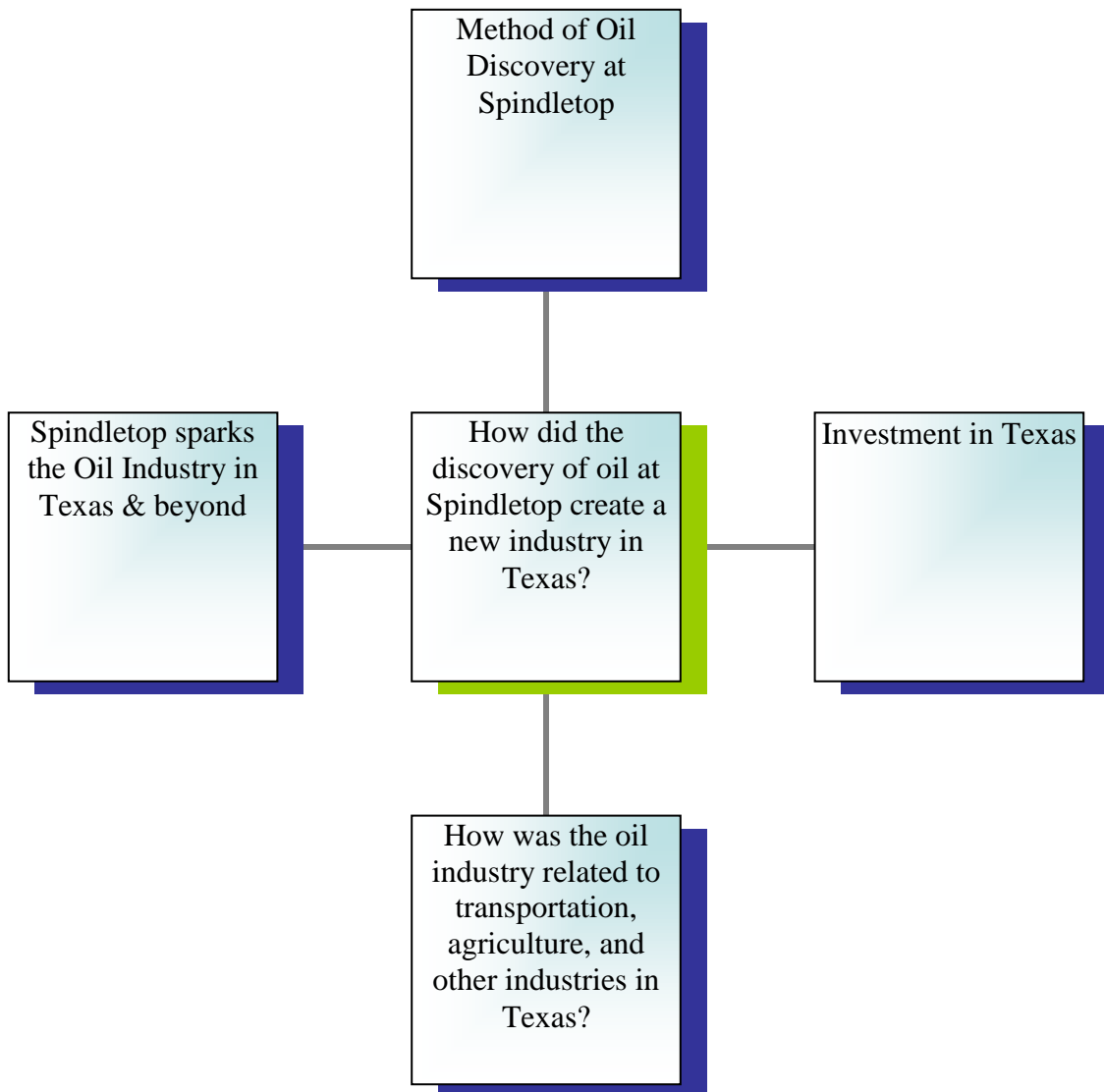
- ★ What message is the source trying to communicate?
- ★ Who is the intended audience for this source?
- ★ What parts of the source informs you about the topic of the lesson?
- ★ Which sources support or refute your original thoughts about the topic?

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or use an online graphic organizer, such as <http://bubbl.us>.

Allow students to share their information with another group or as a whole class.



Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend you are an investor who wants to go to Texas in 1901. **Develop and present a script for a radio commercial** that will attract other investors to join you. Be sure to include accurate events, locations and people that will make your radio broadcast realistic.
- ★ Pretend you are Patillo Higgins or Captain Anthony F. Lucas. **Design a poster** that explains why you chose Spindletop to drill – especially the geographic reasons. Be sure to include an explanation of how Spindletop impacted the oil industry in Texas and in the United States.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas. Create a podcast for the radio commercial.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Teacher Name: _____

Student(s) Name(s): _____

Radio Broadcast: Investing in Spindletop

CATEGORY	4	3	2	1
Point of View - Purpose	Broadcast establishes a purpose at the beginning and maintains that focus throughout! Cohesive broadcast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the broadcast seem only slightly related.	It was difficult to figure out the purpose of the broadcast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Speaks clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Research	Group researched the subject and integrated 3 or more "tidbits" from their research into their broadcast.	Group researched the subject and integrated 2 "tidbits" from their research into their broadcast.	Group researched the subject and integrated 1 "tidbit" from their research into their broadcast.	Either no research was done or it was not clear that the group used it in the broadcast.

Teacher Name: _____

Student(s) Name(s): _____

Making A Poster : Geography of Spindletop

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.