

Instructional Recipe

How Did Oil Spark an Economic Makeover in Towns Across Texas?

Grade 7, Texas History



Step 1 – Ask

Objectives:

Students will analyze the impact of the oil and gas industry on local and national markets.

Introduction:



“The tiny peanut-farming hamlet of Desdemona in Eastland County was transformed when oil was struck in 1918. Tents and shacks sprang up all around the town to house speculators and workers who flocked to the area, and the population grew from 340 to 16,000 almost overnight. The vast quantities of oil often overflowed their tanks, polluting streams and creeks and fouling the air. With Desdemona’s new-found wealth came epidemics of typhoid and influenza, as well as gambling, prostitution, the Ku Klux Klan, and violent crime. In April 1920 the Texas Rangers had to be sent into Desdemona to keep order in the town. By 1922 the boom was over and the hordes of oil workers moved on.” Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1966/160-1. <http://www.tsl.state.tx.us/exhibits/railroad/oil/desdemona.html>

Ask:

- ★ How did oil contribute to the scene in the photograph above?
- ★ Which Texas industries are represented in the photograph?

Vocabulary:

- ★ **speculator** – potential oil investor
- ★ **industry** – trade or business

TEKS:

(7.13 C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, medical, and computer technologies on local, national, and international markets.
(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
(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

Step 2 – Investigate

Texas State Library and Archives Resources:

- ★ “The Oil Wars”: <http://www.tsl.state.tx.us/exhibits/railroad/oil/page2.html>
- ★ Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1966/160-1. <http://www.tsl.state.tx.us/exhibits/railroad/oil/desdemona.html>
- ★ Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1968/89-1524. <http://www.tsl.state.tx.us/exhibits/railroad/power/magnolia.html>
- ★ W.D. Hornaday Collection, Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1975/70-3616. <http://www.tsl.state.tx.us/exhibits/railroad/oil/derricks-horses.html>

Additional Websites:

- ★ “3.2 Economic Geography.” Texas Politics. Accessed: 25 November 2010. http://texaspolitics.laits.utexas.edu/9_3_2.html

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:

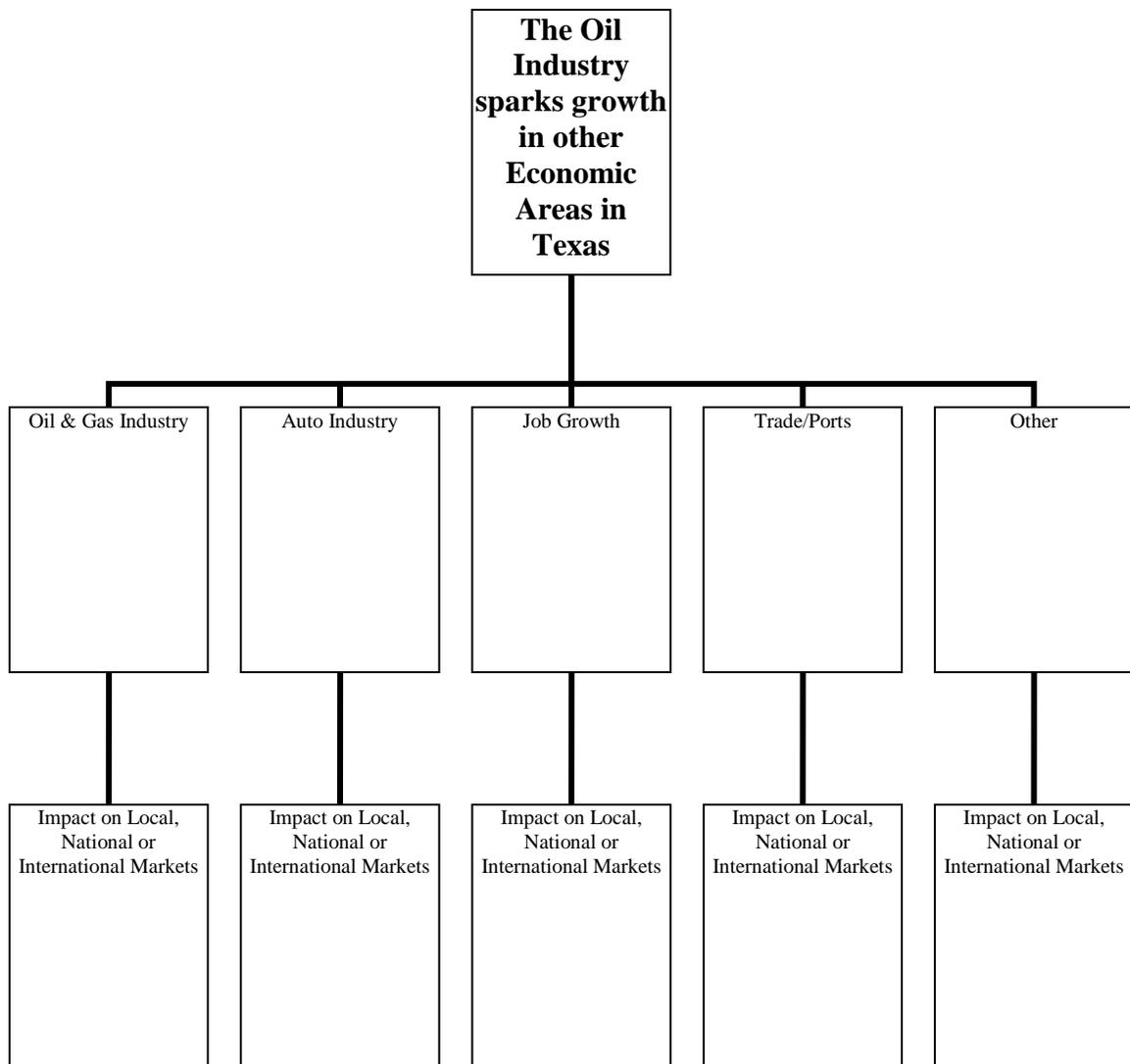
- ★ What message is the source trying to communicate?
- ★ Who is the intended audience for this source?
- ★ What parts of the source informs you about the topic of the lesson?
- ★ Which sources support or refute your original thoughts about the topic?

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 create a spreadsheet using Microsoft Excel to map out their ideas.

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:

- ★ Choose one of the economic activities that grew as a direct or an indirect result of the growth of the oil industry in Texas. Then **design and create a collage** of pictures that represent that industry in Texas in the early 1900s. Be sure to annotate each picture with sentences that describe how the growth of your chosen industry contributed to local, national, and/or international markets.
- ★ Choose one of the economic activities that grew as a direct or an indirect result of the growth of the oil industry in Texas. **Write a blog** about 3 important events that demonstrate how the industry grew over time. Be sure to include pictures and complete sentences to describe how the industry grew and how that growth impacted local, national, and/or international markets.

🔗 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.



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): _____

Making A Collage : Growth of Oil Grows Industries in Texas

CATEGORY	4	3	2	1
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Titles and Text	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (e.g., apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Annotations	Picture annotations accurately and effectively describe how the growth of oil led to involvement in local, national, and/or international markets.	Picture annotations describe how the growth of oil led to involvement in local, national, and/or international markets.	Picture annotations describe the pictures well, but weakly connect the growth of oil to local, national, and/or international markets.	Picture annotations describe the pictures well, but fail to connect the growth of oil to local, national, and/or international markets.

Teacher Name: _____

Student(s) Name(s): _____

Blog : Industries Grow in Texas

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the discussion/blog.	The introduction clearly states the main topic and previews the structure of the discussion/blog, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the discussion/blog nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the discussion/blog.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the discussion/blog just ends.