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 Spindeltop? 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

EBSCO Resources:
★ Crude Awakening. By: Sweany, Brian O. Texas Monthly, Jun 2006, Vol. 34 Issue 6, p28-30, 2p, 1 color; Reading Level (Lexile): 1010; (AN 20893699)
★ Houston, Texas. Monkeyshees on America, Oct 2003 Texas Issue, p7-7, 1p; Reading Level (Lexile): 1020; (AN 12723747)

Additional Websites:
★ 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:

Emoji 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.

Spindletop sparks the Oil Industry in Texas & beyond

How did the discovery of oil at Spindletop create a new industry in Texas?

How was the oil industry related to transportation, agriculture, and other industries in Texas?

Method of Oil Discovery at Spindletop

Investment in Texas
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](http://rubistar.4teachers.org/index.php).
Teacher Name:_______________________________________________________  
Student(s) Name(s):___________________________________________________  

**Radio Broadcast: Investing in Spindletop**

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

Created by Ravae Villafranca Shaeffer, Education Service Center, Region 20
Teacher Name:_______________________________________________________

Student(s) Name(s):___________________________________________________

**Making A Poster : Geography of Spindletop**

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