

## Instructional Recipe

# What Does Spindletop Have To Do With OPEC?

Grade 7, Texas History

### Step 1 – Ask

#### Objectives:

Students will analyze the impact of significant industries in Texas such as oil and gas on local, national, and international markets.

#### Introduction:



*[Attendant at a Humble Gas Station].* The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph36415/>. Accessed August 8, 2009.

#### Ask:

- ★ Where do you think gas for your car comes from?
- ★ What do you know about the oil and gas industry in Texas?
- ★ Do you think oil is important in Texas? Why or why not?
- ★ Do you think Texas oil is important to the world? Why or why not?

#### Vocabulary:

- ★ **OPEC** - Organization of Petroleum Exporting Countries
- ★ **gusher** – abundantly flowing oil or gas well
- ★ **oil refinery** - An industrial plant for purifying petroleum

#### TEKS:

**(7.13C)** analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology 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.

#### Technology Application TEKS:

**3A.** Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods  
**4B** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies  
**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  
**7B** Create and edit spreadsheet using all data types, formulas and functions, and chart information  
**10A** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

## Step 2 – Investigate

Search for *Texas AND spindletop*, or *OPEC*  
(narrow results to books & encyclopedias and magazines)

### Texas Heritage Online Resources:

- ★ *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.

### EBSCO Resources:

- ★ JANUARY 10, 1901. By: Stone, Ron. *Book of Texas Days*, 1984, p7-8, 2p; Reading Level (Lexile): 940; (AN 21474523)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=21474523&site=src-live>>
- ★ Beaumont. *Columbia Electronic Encyclopedia*, 6th Edition, 1/1/2009, p1-1, 1p; Reading Level (Lexile): 1020; (AN 39046483)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=39046483&site=src-live>>
- ★ *Crude Awakening*. By: Sweany, Brian O. *Texas Monthly*, Jun2006, Vol. 34 Issue 6, p28-30, 2p, 1 color; Reading Level (Lexile): 1010; (AN 20893699)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=20893699&site=src-live>>
- ★ Houston, Texas. *Monkeyshines on America*, Oct2003 Texas Issue, p7-7, 1p; Reading Level (Lexile): 1020; (AN 12723747)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=12723747&site=src-live>>
- ★ *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)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=21923148&site=src-live>>
- ★ Organization of Petroleum Exporting Countries. *Columbia Electronic Encyclopedia*, 6th Edition, 1/1/2009, p1-1, 1p; Reading Level (Lexile): 1450; (AN 39025838)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=39025838&site=src-live>>

### Additional Websites:

- ★ <http://tshaonline.org/handbook/online/articles/OO/doogz.html>
- ★ <http://texasalmanac.com/history/highlights/oil/>

### 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.**

Analyze the impact	Oil and Gas in Texas
<b>What are the impacts on local markets?</b> (Ex. concentration of oil and gas refineries, headquarters in Texas cities)	<b>Evidence of impact on local markets:</b>
<b>What are the impacts on national markets?</b> (Ex. oil production)	<b>Evidence of impact on national markets:</b>
<b>What are the impacts on international markets?</b> (Ex. oil and gas resources available in Texas)	<b>Evidence of impact on international markets</b>

#### Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Create a mural** that illustrates the impact of the oil and gas industry in Texas on local, national, and international markets. Be sure to include illustrations and an explanation to justify your creation for each aspect of the mural.
- ★ **Create a timeline** that illustrates significant events in the development of the oil and gas industry in Texas history. Be sure to include important points of impact on the oil and gas industry on local, national and international markets.

🔗 Technology Link - Students could use a drawing program, such as MS Paint to create the mural. Use Inspiration, Microsoft Word, or another program to create the timeline. 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>.

## Mural: Oil and Gas Impact on Markets

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Thematic Accuracy	Mural illustrates the role of Texas in the local, national and international markets and provides strong evidence to support each aspect of the mural.	Mural illustrates the role of Texas in the local, national and international markets and provides some evidence to support each aspect of the mural.	Mural illustrates the role of Texas in the local, national and international markets and provides little evidence to support each aspect of the mural.	Mural illustrates the role of Texas in the local, national and international markets and provides no evidence to support each aspect of the mural.
Planning/organization	Student can describe the intent and plan of complete mural and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the mural and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.
Drawings (Hand or Computer Generated)	Drawings are recognizable, detailed and colored accurately. Overall, the drawings are original and skillful.	Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill.	Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.	Drawn objects are difficult to recognize AND/OR not accurate

### Timeline: Oil and Gas Impact on Markets

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or to compare events.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several