

## Instructional Recipe

# How Did Salt Lead a Wildcatter to Oil?

4<sup>th</sup> Grade  
Social Studies



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20 <http://web.esc20.net/k12databases>

### Step 1 – Ask

**Objectives:** Students will explain how the oil industry began and developed in Texas in the early 1900s. Students will explain how geography has influenced the location of the oil industry in Texas.

**Introduction:** In a whole class discussion, talk about the everyday uses of oil. Use the following interactive website to fuel your discussion: [http://www.priweb.org/ed/pgws/uses/uses\\_home.html](http://www.priweb.org/ed/pgws/uses/uses_home.html)

#### Ask:

- ★ How does oil affect your life every day?
- ★ When you think about the regions of Texas, where do you think oil was first discovered? Why?
- ★ What do you think happened to towns near oil discoveries?



*The Lucas Gusher, 1901.* The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph41398/>. Accessed June 24, 2009.

#### Vocabulary:

- ★ **boom town** – town that grew very quickly when oil was discovered there
- ★ **dry hole** – oil well that is drilled that does not provide enough profitable oil
- ★ **gusher** – oil well that has flowing oil
- ★ **speculator** – a person who is looking to invest in an oil well
- ★ **wildcatter** – a person who takes the risk of drilling a well to find oil

#### TEKS:

- (4.4) **History.** (B) explain the growth and development of the cattle and oil industries.
- (4.5) **History.** (A) identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, and the growth of aerospace and other technology industries.
- (4.13) **Economics.** (B) explain how geographic factors have influenced the location of economic activities in Texas.
- (4.21) **Science, technology, and society.** (A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins and their contributions.

#### Technology Application TEKS:

- 4A** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.
- 6A** Apply critical analysis to resolve information conflicts and validate information
- 6B** Determine the success of strategies used to acquire electronic information
- 6C** Determine usefulness and appropriateness of digital information.
- 7A** Use software programs with audio, video, and graphics to enhance learning experiences
- 7B** Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia
- 7C** Use a variety of data types including text, graphics, digital audio, and video
- 10A** Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience
- 10B** Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed material
- 11A** Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents and video

## Step 2 – Investigate

Search the Texas Heritage Online Database for articles on Spindletop by searching for KEYWORDS *Spindletop* AND *Beaumont* AND *oil*. You may also search the K-12 Databases for articles on *Spindletop*.

### Texas Heritage Online resources:

- ★ Otis, James. "Torpedoing an oil well." Ralph Gurney's Oil Speculation. New York: EBook #27984 <http://www.gutenberg.org/files/27984/27984-h/27984-h.htm>
- ★ Belden, Dreanna L.. *Spindletop-Gladys City Boomtown Museum, Beaumont*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph13096/>. Accessed June 30, 2009.
- ★ Trost Studio. *Oil Field in Beaumont, Texas, 1901*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph41397/>. Accessed June 30, 2009.

### EBSCO Resources:

- ★ Smith, Jack Z. "Fort Worth Star-Telegram, Texas, Jack Z. Smith column: Gushers of good things." Fort Worth Star-Telegram (TX) (08 Sep. 2006). Newspaper Source. EBSCO. 24 June 2009  
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W62919526076&site=srck5-live>>

### Encyclopedia Britannica:

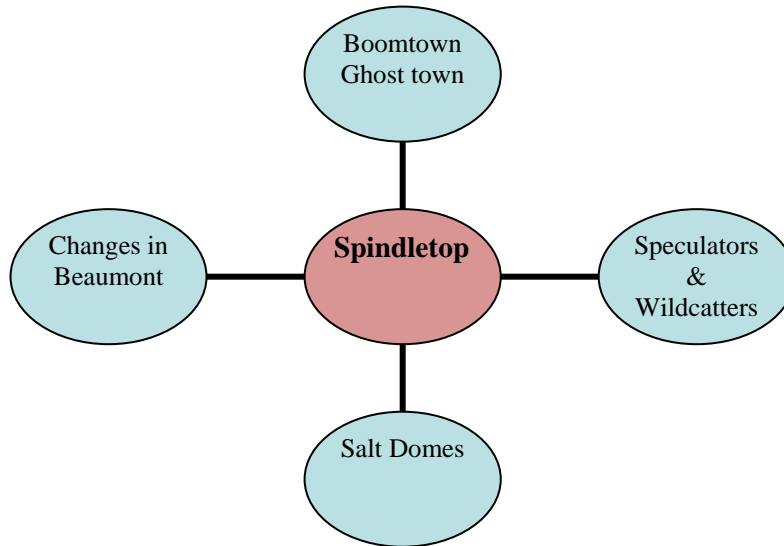
- ★ "**Texas.**" Britannica Elementary Encyclopedia. 2009. Encyclopædia Britannica Online School Edition. 23 June 2009  
<<http://school.eb.com/elementary/article?articleId=345528>>.

### Websites:

- ★ Spindletop-Gladys City Boomtown Museum - <http://www.spindletop.org/history/index.html>
- ★ Lucas Gusher, Spindletop Oil Field - [http://atlas.thc.state.tx.us/common/viewform.asp?atlas\\_num=2066000818](http://atlas.thc.state.tx.us/common/viewform.asp?atlas_num=2066000818)
- ★ Handbook of Texas Online "Higgins, Patillo" - <http://www.tshaonline.org/handbook/online/articles/HH/fhi7.html>

### Step 3 – Create

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



**Allow students to present their research to another group or to the whole class.**

🔗 Technology Link – Use a graphic organizer software program, such as Inspiration or <http://bubbl.us>, to create the graphic organizer.

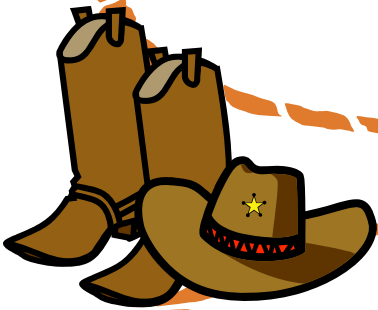


#### Step 4 – Discuss

Students may choose to complete one of the following projects:

- ★ **Create a research report and a map of Texas that shows where Spindletop was discovered.** Use an online map of Texas and place an image of Spindletop in the appropriate region of Texas on the map. Write a research report (1 paragraph) to explain how salt domes led speculators to Spindletop.
- ★ **Write a travel journal or diary entries to explain your experience as a wildcatter or speculator.** Explain why you chose to drill or invest in Spindletop. Explain the arguments that convinced you to become a part of Spindletop. Use images to help explain the reasons why you chose to invest in Spindletop. Was your experience a success or failure?
- ★ Pretend that you are Patillo Higgins. **Create a brochure to attract speculators to invest in Spindletop.** Provide convincing reasons to speculators to get them to invest in your venture.

🔗 Technology Link – Use a word processing or desktop publishing program, such as Microsoft Word or Microsoft Publisher, to produce the map, journal/diary, or brochure. Use the EBSCO image collection to locate graphics about 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>.

*Intel Education: Assessing Projects* tool also has a library of rubrics and checklists. <http://educate.intel.com/en/assessingprojects/>

## Rubric: Spindletop Map & Research Report

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

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

| CATEGORY               | 4  | 3  | 2   | 1  |
|------------------------|--|--|---|--|
| Quality of Information | Information clearly relates to the main topic. It includes several supporting details and/or examples.                     | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.                           | Information clearly relates to the main topic. No details and/or examples are given.  | Information has little or nothing to do with the main topic.   |
| Organization           | Information is very organized with well-constructed paragraphs and subheadings.  | Information is organized with well-constructed paragraphs.   | Information is organized, but paragraphs are not well-constructed.  | The information appears to be disorganized. 8)   |
| Internet Use           | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |
| Map & Image            | Appropriate image is placed in accurate region of Texas.   | Image is inaccurately placed on map.   | Inappropriate image is placed inaccurately on map.  | No image is placed on map.   |

## Rubric: Spindletop Travel Journal or Diary

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

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

| CATEGORY                | 4   | 3   | 2   | 1   |
|-------------------------|---|---|---|---|
| Accuracy of Facts       | All facts presented in the story are accurate.  | Almost all facts presented in the story are accurate.   | Most facts presented in the story are accurate (at least 70%).  | There are several factual errors in the story.                      |
| Organization            | The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. | The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.  | The story is a little hard to follow. The transitions are sometimes not clear.                        | Ideas and scenes seem to be randomly arranged.                      |
| Focus on Assigned Topic | The entire story is related to the assigned topic and allows the reader to understand much more about the topic.  | Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic. | Some of the story is related to the assigned topic, but a reader does not learn much about the topic. | No attempt has been made to relate the story to the assigned topic. |
| Requirements            | All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.                     | Almost all (about 90%) the written requirements were met.   | Most (about 75%) of the written requirements were met, but several were not.                          | Many requirements were not met.                                     |

## Making A Brochure : Spindletop Brochure

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

Student/Group Name: \_\_\_\_\_

| CATEGORY                      | 4  | 3   | 2  | 1  |
|-------------------------------|--|---|--|--|
| Knowledge Gained              | All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure. | All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure. | Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure. |
| Content - Accuracy            | All facts in the brochure are accurate.  | 99-90% of the facts in the brochure are accurate.   | 89-80% of the facts in the brochure are accurate.  | Fewer than 80% of the facts in the brochure are accurate.  |
| Attractiveness & Organization | The brochure has exceptionally attractive formatting and well-organized information.   | The brochure has attractive formatting and well-organized information.  | The brochure has well-organized information.   | The brochure's formatting and organization of material are confusing to the reader.  |
| Writing - Organization        | Each section in the brochure has a clear beginning, middle, and end.   | Almost all sections of the brochure have a clear beginning, middle and end.   | Most sections of the brochure have a clear beginning, middle and end.  | Less than half of the sections of the brochure have a clear beginning, middle and end.                                     |