

TEXAS HISTORY

Oil & the Railroad

COMPLETE UNIT



THANK YOU FOR YOUR PURCHASE



DEAR TEACHER,

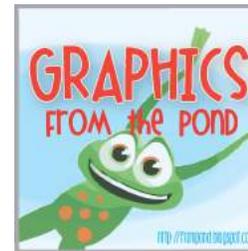
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TO THE TEACHER

- This product is complete plans for a seven day unit covering the oil boom and changes brought by the railroad in Texas.
- This unit was created with 4th graders in mind, but could be easily modified to fit the 7th grade curriculum as well.
- This unit includes everything you will need with the exception of a few books. I have included a list of recommended books, most of which are readily available at local libraries and book stores.
- The unit is broken down by day. Each day has a learning objective and a breakdown of that day's activities with suggestions for further exploration. Any activities mentioned in the lessons are either included in this document or within the zip file of the product.

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UNIT OVERVIEW

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- Day 6 Oil Boom Task Cards
- Day 7 Oil Boom Assessment

OIL BOOM
AND THE RAILROAD
I CAN STATEMENTS

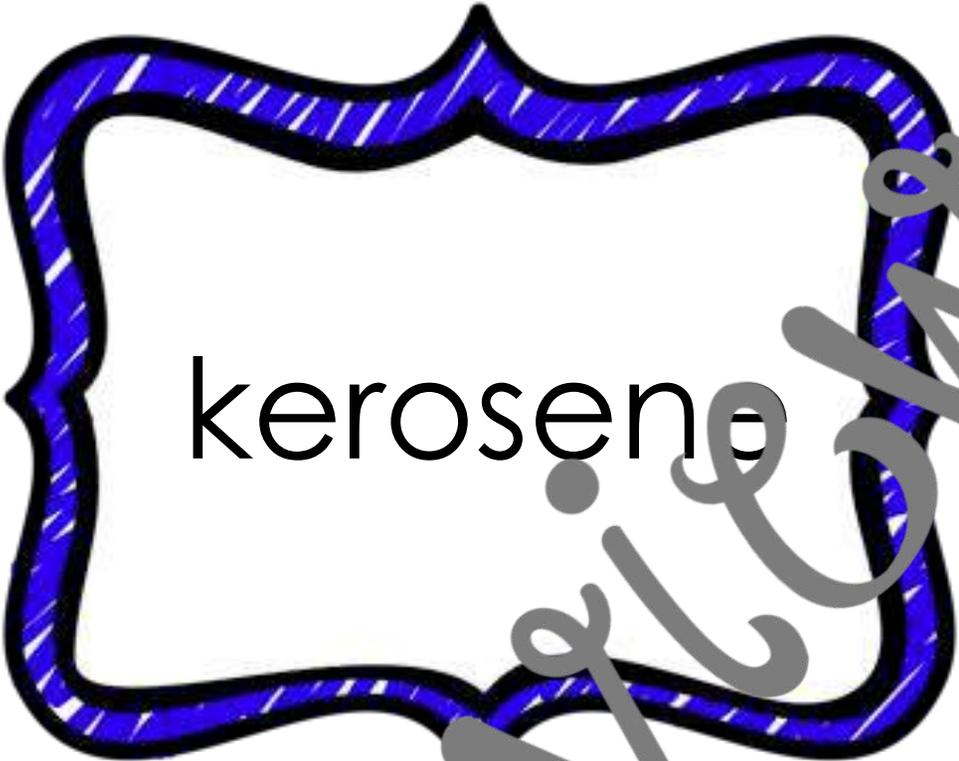
**I can identify
the impact of
increased use
of oil and gas.**

I can explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas.

I can explain
the importance
of Spindletop
and Pattillo
Higgins.

**I can identify
the impact of
railroads on life
in Texas.**

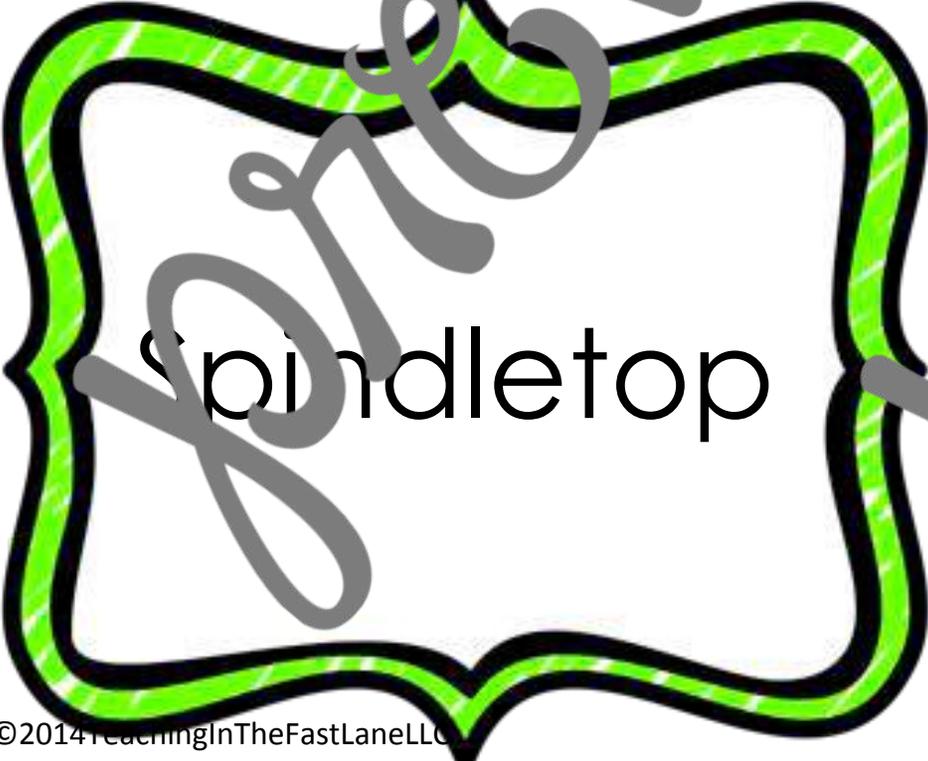
OIL BOOM
AND THE RAILROAD
VOCABULARY



kerosene



oil



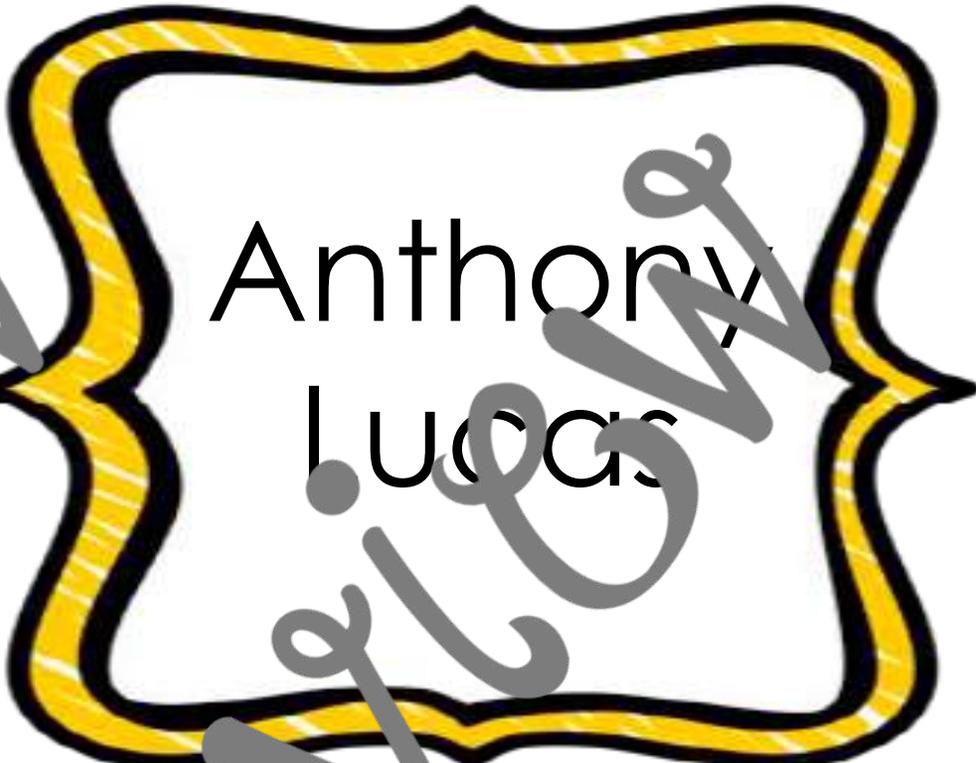
spindletop



Beaumont



Patillo
Higgins



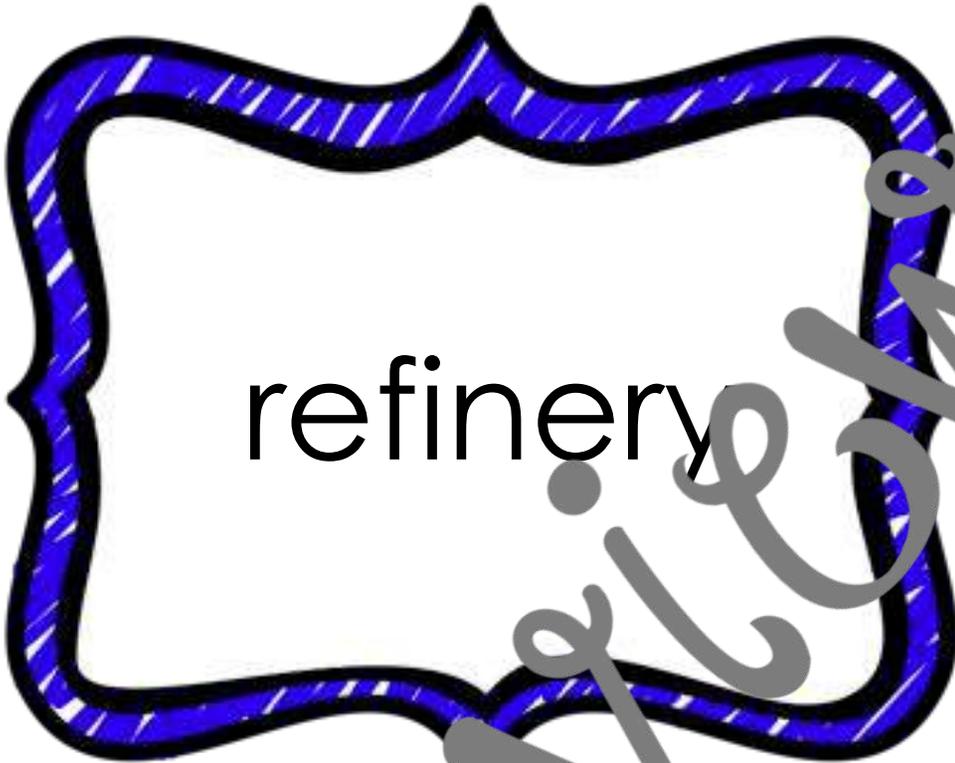
Anthony
Lucas



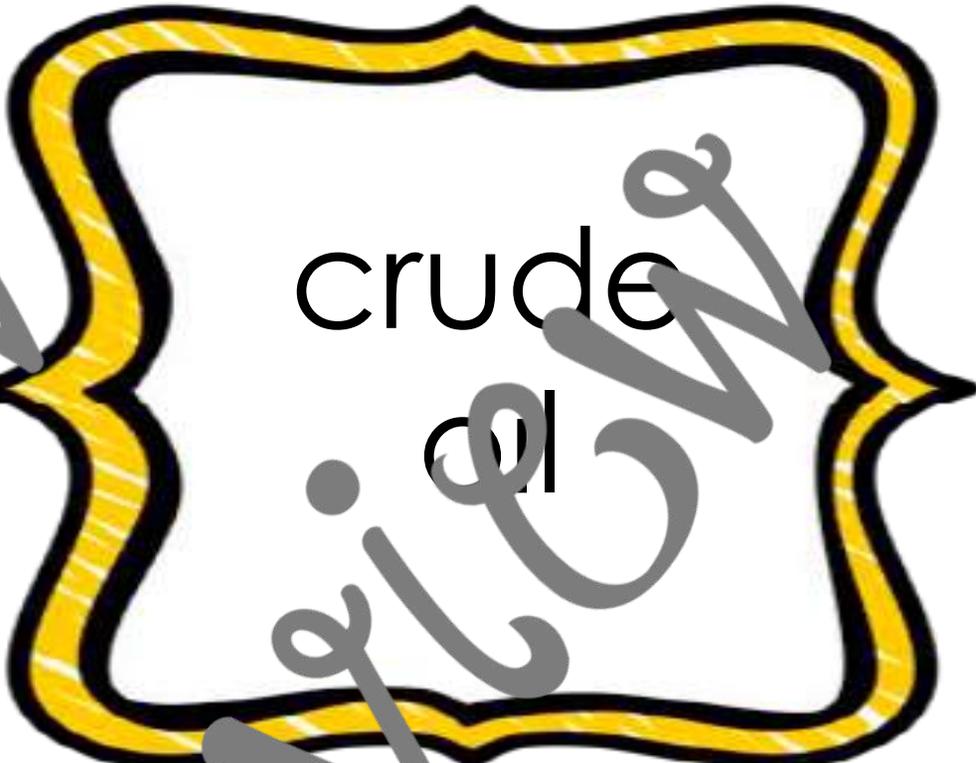
boomtown



entrepreneurs



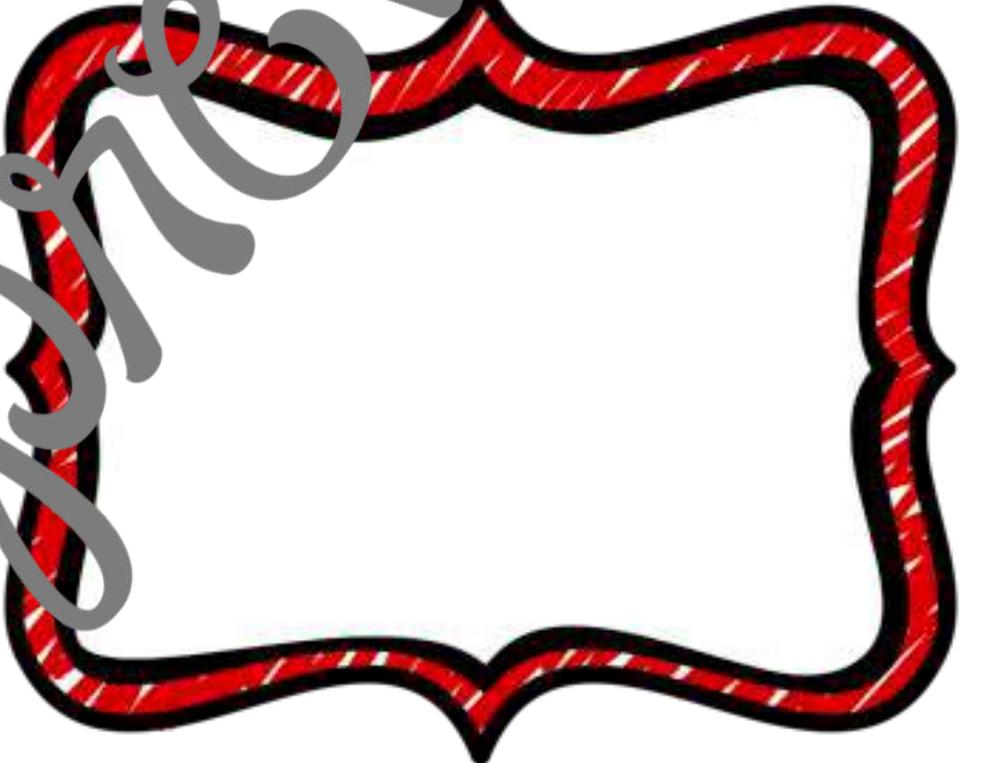
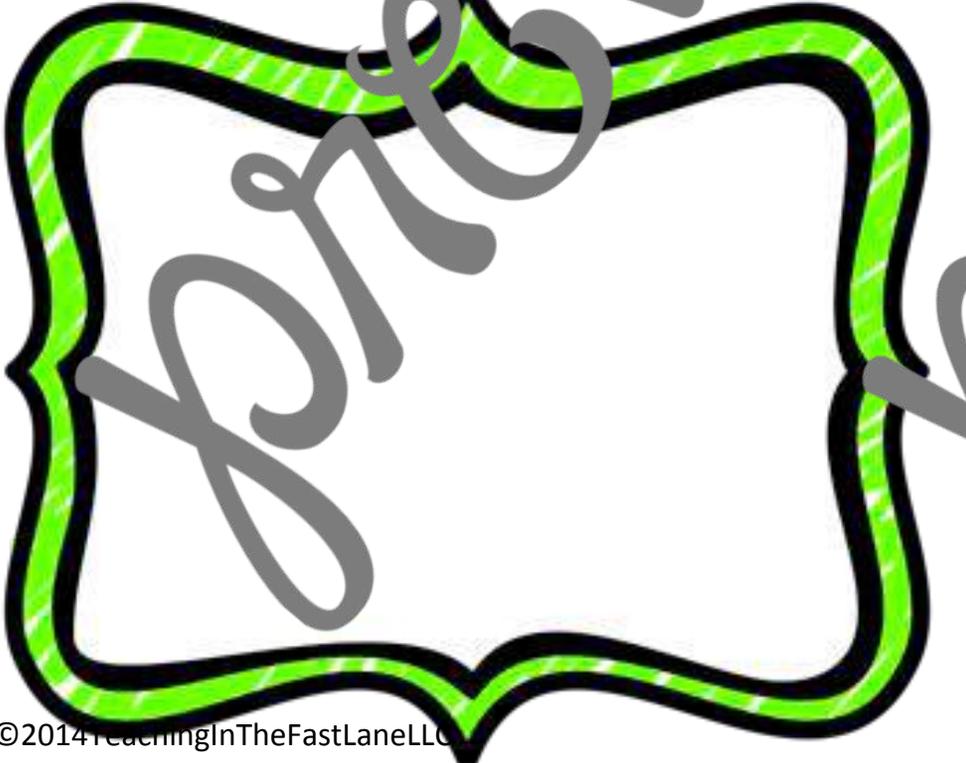
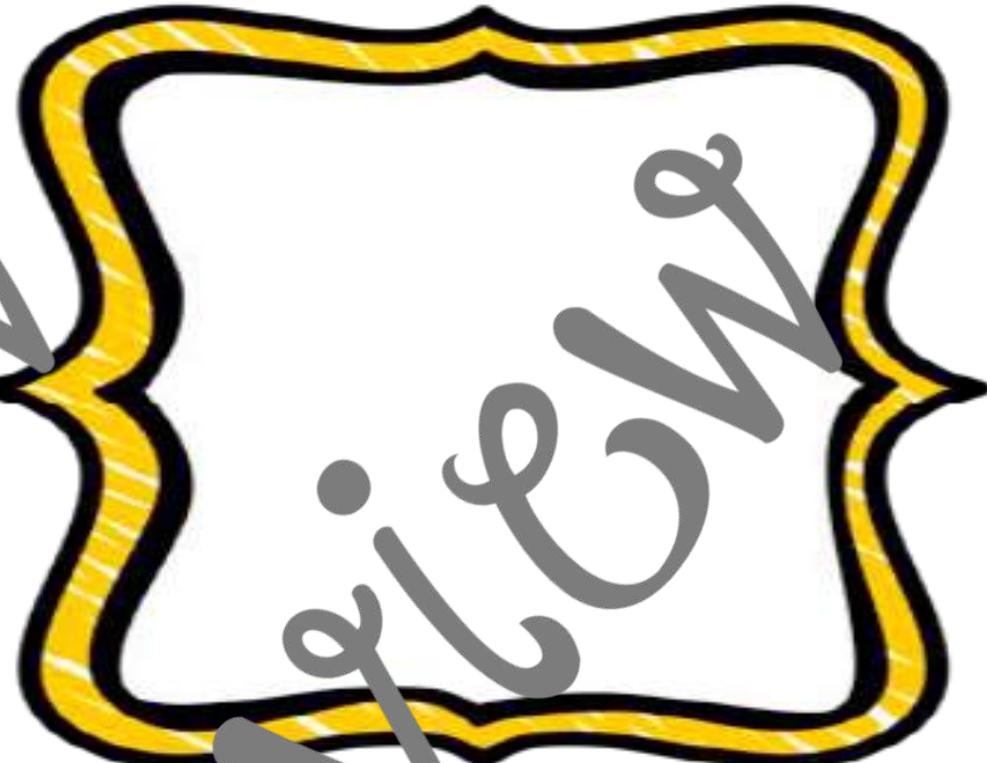
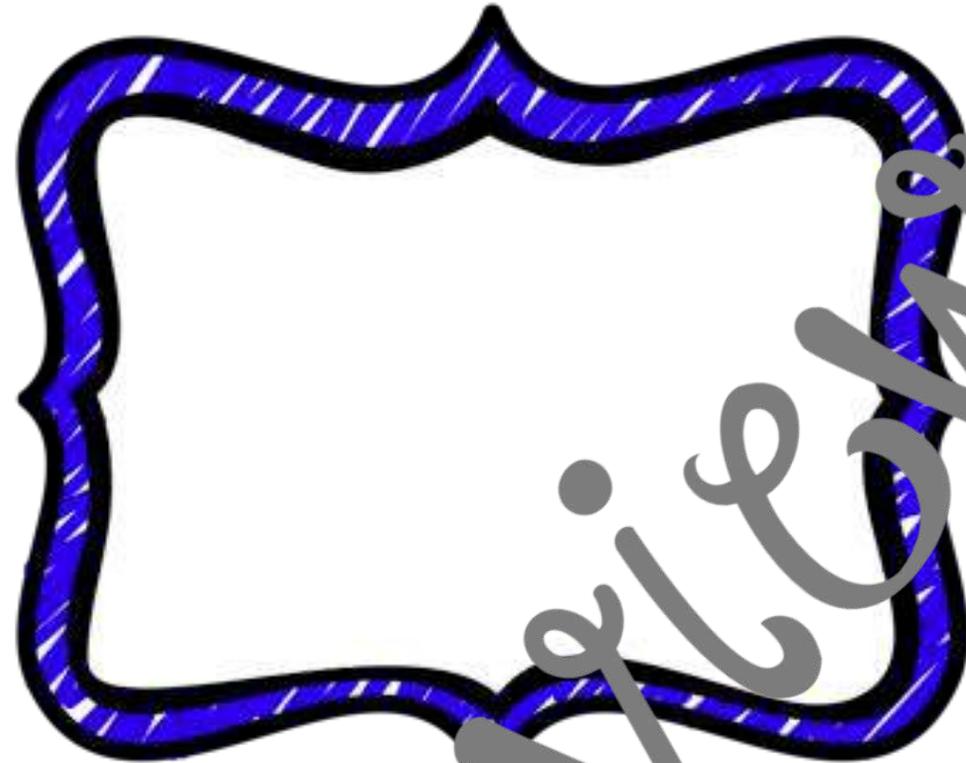
refinery



crude
oil



petrochemical



RECOMMENDED BOOKS

- The Spindletop Gusher by Carmen Bredeson
- The Texas Oil Boom by Baily Kaperton Story Lumper
- Giant Under the Hill: A History of the Spindletop Oil Discovery in Beaumont, Texas, in 1901 by Jo Stiles and Judith Walker Linsley

OIL BOOM
AND THE RAILROAD
DAILY LESSONS

Day 1

LEARNING OBJECTIVE: We will share our prior knowledge of how the oil and gas business has shaped Texas.

ACTIVITY:

KWL:

Student should each receive two sticky notes. On them they will write one thing they already know about the oil boom and one thing they would like to know more about. After an adequate amount of time, come together as a class to create a large KWL chart using the sticky notes. Take a moment to go through the ideas shared by students and add any others that may come up during discussion.

Vocabulary Fold-Up:

As a class, complete the vocabulary fold-up and glue it into your Texas History notebooks. Discuss each word and its meaning.

petroleum-oil, thick, dark colored liquid found below the surface of the Earth

boomtown-a town that grows rapidly or has a population explosion

Spindletop-the hill where Pattillo Higgins found oil in Beaumont, Texas

geyser- a fountain like upward jet of oil

prospector- a person who looks for oil based on the probability of it being in a place

Closing

Use one of the reflection questions included in the IB resource. Give students time to journal and then share out their writing.

SUGGESTIONS FOR FURTHER EXPLORATION: Watch a video clip of an oil geyser in action.

Day 2

LEARNING OBJECTIVE: We will identify the impact of the railroad on life in Texas.

ACTIVITY:

PowerPoint: Slides #1-16

Together go through the PowerPoint discussing each slide and answering any questions students may have.

Transportation Pre- and Post-Oil Fold-Up:

Hand out the Transportation Pre- and Post-Oil fold-up and ask students to name modes of transportation people used to get around before the discovery of oil. Generate and record as many ideas as possible including ships, boats, horseback, covered wagons, steam engines... Then ask students to think about modes of transportation used after the discovery of oil through the day and generate a list in the fold-up. Some students may bring up electric vehicles. It is fine to include these in the fold-up as long as students understand they do not use oil.

Closing:

Use one of the reflection questions included in the INE resource. "What do you think is the most important difference in transportation pre- and post-oil? Why?" Give students time to journal and then share out their writing.

SUGGESTIONS FOR FURTHER EXPLORATION: Look at a map of Texas and determine where the major railroad must have been based on the location of the major cities.

Day 3

LEARNING OBJECTIVE: We will identify the impact of increased oil and gas usage in Texas.

ACTIVITY:

Petroleum and Non-Petroleum Product Sort

Hand out the sort and have students do their best to judge whether each product includes petroleum or not. Tell students this is just an educated guess. Have students glue the pockets into their Texas History notebooks with the openings facing the spine so any cards that may slip out of the pockets will be contained in the notebook.

PowerPoint:

Slides #17-30

Together go through the PowerPoint discussing each slide and answering any questions students may have.

When you get to slide #23 take the time to go through the Petroleum and Non-Petroleum Product Sort and make any corrections necessary. Discuss how there are many products that you wouldn't think would contain petroleum that do.

Closing:

Use one of the reflection questions included in the IWB source. "Why do you think petroleum plays such a large role in the Texas economy?" Give students time to journal and then share out their writing.

SUGGESTIONS FOR FURTHER EXPLORATION: Generate a list of more products that do and do not contain petroleum and add them to the sort.

Day 4

LEARNING OBJECTIVE: We will identify the impact of increased oil and gas usage in Texas.

ACTIVITY:

Oil Boom Simulation:

Students will complete the Oil Boom Simulation which puts them in the shoes of a person in Texas during the time of the oil boom. They will use dice to determine the actions they take and complete the recording sheet which will be used tomorrow to write a narrative piece about their experience.

Closing:

Come together as a class to discuss how students felt during their experience. Ask them if there is anywhere they got stuck or felt particularly discouraged. Encourage students to discuss what they think it would be like to work in an oil field during the oil boom.

SUGGESTIONS FOR FURTHER EXPLORATION: Have students choose one event from their simulation experience and illustrate it.

Day 5

LEARNING OBJECTIVE: We will identify the impact of increased oil and gas usage in Texas.

ACTIVITY:

Oil Boom Simulation Narrative Piece:

Explain to students that today they will be using the experience they had on day 4 through the Oil Boom Simulation to draft a personal narrative. Share with students the rubric to show the expectations for their writing. Read aloud the sample narrative and together score the writing using the rubric.

Students will write their own narrative based on their recording sheet.

Closing:

Have students share their narratives either with a partner, their table teams, or whole class. If they were able to create an illustration during day 4 they can also share that.

SUGGESTIONS FOR FURTHER EXPLORATION: Watch a video clip on Spindletop displaying the number of oil rigs in such close proximity.

Day 6

LEARNING OBJECTIVE:

We will identify the impact of the railroad on life in Texas.

We will identify the impact of increased oil and gas usage in Texas.

ACTIVITY:

Oil Boom Task Cards:

Option 1: Students will answer the questions on the task cards then use a QR scanner to check their answers.

Option 2: Students will travel around the room to locate and answer the questions on the task cards.

Closing:

Revisit the KWL chart from day 1. Give each student a sticky note to add to the "learned" section and discuss their learning as well as any misconceptions they may have had.

SUGGESTIONS FOR FURTHER EXPLORATION:

Have students each create their own task card with a question about the oil boom or how the railroad changed Texas.

Day 7

LEARNING OBJECTIVE:

We will identify the impact of the railroad on life in Texas.

We will identify the impact of increased oil and gas usage in Texas.

ACTIVITY:

Assessment:

Students will complete the Oil Boom and the Railroad Assessment.

Closing:

Students stand up, hand up, pair up to share two things they learned during this unit.

SUGGESTIONS FOR FURTHER EXPLORATION:

Have students create a wanted sign asking for workers to come live in a boomtown and work in the oil field. It should include character traits they find important for an oil worker.

Name _____

Date _____

Oil Boom and the Railroad Assessment

1. Where did Patillo Higgins find oil?

- a. Houston
- b. Beaumont
- c. Dallas
- d. Austin

3. What is the name of the location where Patillo Higgins found oil?

- a. Spindletop
- b. Roundtop
- c. Circustop
- d. Texas City

5. What do you call a community that grows quickly?

- a. boomtown
- b. cashtown
- c. crashtown
- d. boomtown

7. What type of resource is oil?

- a. non-renewable
- b. renewable

9. Which of the products listed is a petroleum product?

- a. paint
- b. steel
- c. paper towels
- d. hamburgers

2. What is the name for raw oil found underground?

- a. gasoline
- b. kerosene
- c. petroleum
- d. naphthalene

4. What do you call a fountain of oil spraying upward from the ground?

- a. Spindletop
- b. prospector
- c. gusher
- d. geyser

6. What do you call a person who looks for oil based on probability?

- a. prospector
- b. prospector
- c. geyser
- d. Lucas

8. Which of the products listed is NOT a petroleum product?

- a. paint
- b. printer ink
- c. bread
- d. bread

10. Which form of transportation is possible because of oil?

- a. steam ship
- b. bicycle
- c. motor car
- d. coal burning engine

Answer Key

Oil Boom and the Railroad Assessment

- Where did Patillo Higgins find oil?
a. Houston b. **Beaumont**
c. Dallas d. Austin
- What is the name for raw oil found underground?
a. gasoline b. kerosene
c. **petroleum** d. naphthalene
- What is the name of the location where Patillo Higgins found oil?
a. **Spindletop** b. Roundtop
c. Circustop d. Texas City
- What do you call a fountain of oil spraying upward from the ground?
a. Spindletop b. prospector
c. gusher d. **geyser**
- What do you call a community that grows quickly?
a. **boomtown** b. crashtown
c. crashtown d. boomtown
- What do you call a person who looks for oil based on probability?
a. profession b. **prospector**
c. geyser d. Lucas
- What type of resource is oil?
a. **non-renewable**
b. renewable
- Which of the products listed is NOT a petroleum product?
a. paint b. printer ink
c. **bread**
- Which of the products listed is a petroleum product?
a. **pantry hose** b. steel
c. paper towels d. hamburgers
- Which form of transportation is possible because of oil?
a. steam ship b. bicycle
c. **motor car** d. coal burning engine