

Unit 10: Cotton, Cattle, & Railroads

7th Grade Lesson Plan: Looking Ahead

(45 – 60 minutes)

Objective	<p>In this one-day lesson, students will be able to explain the significance of the 1901 discovery of oil at Spindletop and summarize the effects of this discovery in Texas, U.S., and world history.</p> <ol style="list-style-type: none"> 1. <u>We will</u> examine the events of the Spindletop oil discovery in 1901 and its significance in the history of Texas, the U.S., and the world. 2. <u>I will</u> identify the key events and significant effects of the discovery of oil at Spindletop in 1901 and write a paragraph summarizing three of these effects.
Key Concepts	<ul style="list-style-type: none"> • The discovery of oil at Spindletop near Beaumont in 1901 changed the economy and society of Texas and had a significant impact on the U.S. and the world.
Skills	<ul style="list-style-type: none"> • Reading for main ideas and supporting evidence. • Identifying cause-and-effect relationships between the discovery of oil and economic and societal developments in Texas. • Gaining information about an historical event from primary source materials. • Organizing and formulating a long, written response to a prompt to identify the significance of the discovery of oil.
Essential Question	What significant event occurred at Spindletop in 1901, and how did this event shape Texas history during the Age of Oil?
Assignment	<p>Warm-up</p> <ul style="list-style-type: none"> • Students make observations about an image of children sitting on a Lone Star Gas Company truck. Students use their observations to make predictions about what they expect to learn in the next unit: Age of Oil.

	<p>Lesson</p> <ul style="list-style-type: none"> Students read a passage introducing key details and information about the discovery of oil at Spindletop in 1901. Students use primary source excerpts from the Galveston Tribune from January 14, 1901, and the Texas Almanac and State Industrial Guide for 1904 to identify the significant effects of the Spindletop oil discovery. Students write a paragraph explaining three of the significant effects of the oil discovery at Spindletop. <p>Exit Ticket</p> <ul style="list-style-type: none"> Students answer a multiple-choice question identifying the statement that most accurately summarizes the significance of the Spindletop oil discovery.
Materials	<ol style="list-style-type: none"> Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>) Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>) Assignment (<i>Suggested printing 1 per student</i>) <ol style="list-style-type: none"> Advanced Level work Grade Level work Foundations Level work
Differentiation	<ol style="list-style-type: none"> Scaffolding including classwork at three different levels of academic ability Visual representations of directions Chunking text information Key information presented in bold lettering Sentence Stems Reduction in the amount of writing
TEKS	<ul style="list-style-type: none"> 7.01(A) Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Age of Oil. 7.01(B) Explain the significance of the following dates: 1901, discovery of oil at Spindletop. 7.20(A) Differentiate between, locate, and use valid primary and secondary sources such as media and news

	<p>services, biographies, interviews, and artifacts to acquire information about Texas.</p> <ul style="list-style-type: none"> • 7.20(B): Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions. • 7.20(E) Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic. • 7.22(B) Use effective written communication skills, including proper citations and avoiding plagiarism.
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Teacher Guide: Looking Ahead

Warm-up	<ul style="list-style-type: none"> • Students make observations about an image of children sitting on a Lone Star Gas Company truck. Students use their observations to make predictions about what they expect to see or learn in the upcoming unit. • Slides 2 provides an enlarged view of the image on student warm-ups. • Slide 3 provides sentence stems to guide student responses when sharing with the class. • Slides 4 and 5 provide the essential question and “We will / I will” statements for the lesson.
Lesson	<p><u>Part I: Oil at Spindletop!</u></p> <ul style="list-style-type: none"> • Students read a brief introductory passage explaining the events of the oil discovery at Spindletop and read a newspaper excerpt announcing the discovery. <p><u>Part II: Texas in the Age of Oil</u></p> <ul style="list-style-type: none"> • Students read an excerpt from the Texas Almanac and State Industrial Guide for 1904 explaining the effect that oil had on the state in the three years following Spindletop. • Students use the information in the passage to write a paragraph explaining three significant effects of the discovery of oil on Texas, the U.S., and the world. • Slides 6 – 8 provide images to accompany and enhance each section of the worksheets. • <u>Advanced</u>: Students write a seven- to ten-sentence paragraph explaining three significant effects of the discovery of oil at Spindletop, providing examples and evidence from the primary source excerpts. • <u>Grade Level</u>: Students write a five- to seven-sentence paragraph explaining three significant effects of the discovery of oil at Spindletop, providing examples and evidence from the primary source excerpts. Sentence stems are provided to guide students through their paragraph.

	<ul style="list-style-type: none"> • <u>Foundations</u>: Students write a three-sentence response explaining one significant effect of the discovery of oil at Spindletop, providing examples and evidence from the primary source excerpts. Sentence stems are provided to guide students through their paragraph.
Exit Ticket	<ul style="list-style-type: none"> • Students answer a multiple-choice question asking them to identify the response that best summarizes one of the defining characteristics of the next unit, the Age of Oil. • Slides 9 and 10 restate the directions and provide sentence stems to guide student responses when sharing with the class.

Primary Sources and Other Resources Used

- *The Lucas Gusher, 1901*. 1901. Photograph. University of North Texas Libraries, The Portal to Texas History; crediting University of Texas at Arlington Library. <https://texashistory.unt.edu/ark:/67531/metapth41398/>
- “Galveston Tribune. (Galveston, Tex.), Vol. 21, No. 45, Ed. 1 Monday, January 14, 1901.” The Portal to Texas History, January 26, 2020. <https://texashistory.unt.edu/ark:/67531/metapth1218593/m1/4/>
- Courts, Clarke &. “Texas Almanac and State Industrial Guide for 1904.” The Portal to Texas History. A. H. Belo & Co., October 19, 2010. <https://texashistory.unt.edu/ark:/67531/metapth123779/m1/166/>
- Trost Studio. Oil Field in Beaumont, Texas, 1901, photograph, 1901; (<https://texashistory.unt.edu/ark:/67531/metapth41397/>: accessed December 11, 2025), University of North Texas Libraries, The Portal to Texas History, <https://texashistory.unt.edu>; crediting University of Texas at Arlington Library.
- *[Lone Star Gas Co Truck]*. ca. 1910. Photograph. University of North Texas Libraries, The Portal to Texas History; crediting Clay County Historical Society. <https://texashistory.unt.edu/ark:/67531/metapth16974/>.