

From Prairie to Prosperity

Oklahoma's Oil Boom Era

Tanner Lusher, Nicole Harris
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Grade Level	9th Grade	**Time Frame**	100 Minutes
Subject	Social Studies	**Duration**	2 Periods
Course	Oklahoma History		

Essential Question

In what ways did the rise of the oil industry impact jobs, communities, and identity for people in Oklahoma? How has Oklahoma been impacted and transformed by the oil industry throughout the state's history?

Summary

In this lesson, students learn about the major impact of the oil industry on the state of Oklahoma. Students first make observations and generate questions about a political cartoon, then identify the characteristics of an "economic boom" and an "economic bust." Students further explore the significance of oil in Oklahoma by reading an article about the boom and bust cycles of the oil industry. Students then extend their learning to careers in the energy field and the environmental impact of the oil industry. The lesson concludes with students summarizing their knowledge in a brief written response.

Snapshot

Engage

Students analyze an image related to the oil industry, then make observations and generate questions.

Explore

Students work together in small groups to identify characteristics of an *economic boom* and an *economic bust*.

Explain

Students read an article about the impact of the oil industry on Oklahoma and discuss topics relevant to the article.

Extend

Students watch a video interview with an oil drilling engineer and complete a graphic organizer.

Evaluate

Students summarize their learning during a short written assessment.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages
IDT403: Summarize key supporting ideas and details in somewhat challenging passages
WME402: Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings

Oklahoma Academic Standards SOCIAL STUDIES (Oklahoma History and Government)

OKH.C.6.1: Examine how the oil industry affected major sectors of employment and the development of communities, including the role of entrepreneurs (e.g., Frank Phillips, E.W. Marland, Thomas Gilcrease) and the designation of Tulsa as the "Oil Capital of the World."
OKH.C.6.5: Examine how agricultural conditions were a precursor to the Great Depression by describing the boom-and-bust cycle of Oklahoma's agricultural output to meet the needs of World War I followed by post-war overproduction.

Attachments

- Card Sort Cards—From Prairie to Prosperity - Spanish.docx
- Card Sort Cards—From Prairie to Prosperity - Spanish.pdf
- Card Sort Cards—From Prairie to Prosperity.docx
- Card Sort Cards—From Prairie to Prosperity.pdf
- Lesson Slides—From Prairie to Prosperity.pptx
- Mirror, Microscope, Binoculars—From Prairie to Prosperity - Spanish.docx
- Mirror, Microscope, Binoculars—From Prairie to Prosperity - Spanish.pdf
- Mirror, Microscope, Binoculars—From Prairie to Prosperity.docx
- Mirror, Microscope, Binoculars—From Prairie to Prosperity.pdf
- Oil Booms and Busts—From Prairie to Prosperity - Spanish.docx
- Oil Booms and Busts—From Prairie to Prosperity - Spanish.pdf
- Oil Booms and Busts—From Prairie to Prosperity.docx
- Oil Booms and Busts—From Prairie to Prosperity.pdf

Materials

- Lesson Slides (attached)
- Card Sort Cards (attached; one set per group)
- Oil Booms and Busts article (attached; one per student)
- Mirror, Microscope, and Binoculars handout (attached; one per student)

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson. Show **slide 2** to introduce the lesson. Move through **slides 3–4** to discuss the essential questions and learning objectives.

Display the image on **slide 5**. Review the I Notice, I Wonder instructional strategy with students. Show **slide 6** and invite students to make observations and ask questions about the image using the following prompts:

- What do you **notice** about this image?
- What does this image make you **wonder**?

Encourage students to share out their responses. As they share, record their responses on the board or on chart paper.

Alternate Activity Facilitation

If your classes require more structure, consider asking students to quietly record their responses to the I Notice, I Wonder prompts on a piece of notebook paper. When most students have responded to the prompts, invite students to share out.

20 minutes

Explore

Ask students to find a partner. Distribute one set of the attached **Card Sort Cards** to each pair of students. Move to **slide 7** and review the Card Sort instructional strategy. Ask pairs to read through their set of cards and lay out the three category cards: “Boom,” “Bust,” or “Both.” Ask them to then sort each of the remaining cards into the three categories. Begin the 5-minute timer on the slide.

Once time is up, ask pairs to join with another pair to form groups of four. Have small groups spend another five minutes comparing their Card Sorts and discussing the similarities and differences.

Review the sorted cards as a whole class. Invite volunteers to share out their sorts and the reasoning behind why they sorted them as they did. Discuss which cards were challenging to categorize and why.

Conclude the discussion by sharing the definitions of *economic boom* and *economic bust* on **slides 8–9**.

25 minutes

Explain

Go to **slide 10** and place students into pairs. Pass out one copy of the attached **Oil Booms and Busts** article to each student. Ask students to first read the article individually. Then, ask students to work with their partners to discuss the following topics related to the article:

- Examples of economic growth in Oklahoma
- Types of job opportunities in Oklahoma created by the Oil Boom
- Prosperity of Oklahoma
- Communities' dependence on oil
- Environmental concerns
- Wealth gaps in Oklahoma

Encourage students to use text evidence to support their claims and ideas.

Start the 10-minute timer and have students begin their discussions.

20 minutes

Extend

Move to **slide 11** and have students watch the *Petroleum Engineering and Trigonometry* ICAP video.

Give each student one copy of the attached **Mirror, Microscope, Binoculars** handout. Display **slide 12** and review the Mirror, Microscope, Binoculars instructional strategy. Ask students to reflect on the ICAP video and respond to the questions on the handout. Allow students time to record their responses.

10 minutes

Evaluate

Display **slide 13** and ask students to take out a piece of notebook paper. Review the Two-Minute Paper instructional strategy with students. Present the following prompts to students and ask them to choose **one** to respond to:

- Why do you think boom and bust cycles happen in industries like oil, and how do these economic cycles affect people's lives and communities?
- How does the oil industry create both opportunities and problems for a state like Oklahoma? Give examples of each.

Begin the two-minute timer and allow students to respond to the prompts.

Resources

- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). I notice, I wonder. Strategies. https://learn.k20center.ou.edu/strategy/180
- K20 Center. (n.d.). Mirror, microscope, binoculars. Strategies. https://learn.k20center.ou.edu/strategy/3020
- K20 Center. (n.d.). Two-minute paper. Strategies. https://learn.k20center.ou.edu/strategy/152
- K20 Center. (2021, September 21*). K20 Center 5 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=EVS_yYQoLJg
- K20 Center. (2021, September 21). *K20 Center 10 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=9gy-1Z2Sa-c
- K20 Center. (2021, September 21). *K20 Center 2 minute timer* [Video]. YouTube. https://www.youtube.com/watch?v=HcEEAnwOt2c
- K20 Center. (2023, September 18). *K20 ICAP- Petroleum engineering and trigonometry* [Video]. YouTube. https://www.youtube.com/watch?v=vNBCiu7Tgns