



<b>Title:</b> Arkansas Boomtowns – Our Legacy	
<b>Author:</b> Lisa Schuller Cossatot River School District Wickes	
<b>Course:</b> Language Arts, Arkansas History, Economics, United States History since 1890, Sociology	<b>Duration:</b> Three 40 minute class periods Day 1 - preparation, rules, objectives Day 2 - Socratic Seminar Day 3 - Assessment and Reflection
<b>Grade:</b> 11	
<b>Objective:</b> <ol style="list-style-type: none"> <li>1. Through an essential question (generated by teacher or student(s), students will discuss and develop ideas, perspectives and arguments after reading and analyzing nonfiction texts.</li> <li>2. Students make assertions based on reading, and support assertions with specific proof from the text.</li> <li>3. Students make thematic and conceptual connections between texts read and ideas considered.</li> </ol>	
<b>Summary of Lesson:</b> Students will read three informational texts ( <i>First Arkansas Oil Wells</i> , <i>The South Arkansas Oil Boom – Past and Future</i> , and <i>Fayetteville Shale</i> ), then participate in a student-led discussion of the texts and share their ideas and perspectives.	
<b>Arkansas Standards:</b>	
<b>Common Core Standards:</b>	
Language Arts	RI 11-12/10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently
	RI 11-12/7 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
	RI.11-12.8 Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents



	<p>RI. 11-12.9 Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their themes, purposes, and rhetorical features.</p>
	<p>W.11-12.1B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out strengths and limitations of both in a manner that anticipated the audience’s knowledge level, concerns, and values, and possible biases.</p>
	<p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>
	<p>SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>
	<p>SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
<p>Arkansas History</p>	<p>Era1.1.AH.9-12.3 Analyze reasons for migration to pre-territorial Arkansas using a variety of sources (e.g., physical geography, natural resources)</p>
	<p>Era.2.2.AH.9-12.3 Analyze actions of territorial officers and their effects on development of Arkansas</p>
	<p>Era2.2.AH.9-12.5 Evaluate reasons for and impact of human settlement on various regions (e.g., land grants, labor force, railroad, political unrest)</p>
	<p>Era3.3.AH.9-12.4 Examine effects of Reconstruction in Arkansas using multiple, relevant historical sources (e.g., Brooks-Baxter War, Constitution 1874, Freedman’s Bureau, sharecropping, segregation laws)</p>
	<p>Era3.3.AH.9-12.5 Examine effects of social and economic transformations on various regions and segments of the population (e.g., rise of industry, prosperity, transportation, movement of people immigration, education reform)</p>



Economics	EM.2.E.2 Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model
United States History since 1890	Era7.2.US.5 Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s
	Era7.2.US.6 Construct historical arguments and explanations about the long-term impact of social, economic, political, and cultural changes that occurred during the 1920's utilizing evidence from a variety of primary and secondary sources
	Era8.3.US.3 Construct historical arguments and explanations about social, economic, political, geographical, and environmental effects of the Great Depression on various regions from multiple perspectives
Sociology	SS.3.S.2 Assess the role of social institutions play in society
	SS.4.S.2 Compare and Contrast how cultures change and resist change
	SS.4.S.3 Examine the importance of norms and values to a culture and the effects on social structure
	SS.5.S.1 Analyze the role of socialization agents in human development (e.g., family, school, peer groups, mass media)
<b>Teacher Excellence Support System: (TESS)</b> Domain 2, Category a: Creating an Environment of Respect and Rapport Domain 3, Category a: Communicating with Students Domain 3, Category b: Using Questioning and Discussion Techniques	
<b>Instructional Strategies and Practices:</b> Checking for understanding, guided notes, Frayer Model, foldables, Cornell note taking, cooperative learning, modeling, scaffolding, student-led questioning and responses, reflection.	
<b>Bloom's Level:</b> Highest Level Only Evaluating	
<b>Materials and Resources:</b>  <a href="https://geology.com/articles/fayetteville-shale.shtml">https://geology.com/articles/fayetteville-shale.shtml</a> <a href="https://aoghs.org/petroleum-pioneers/arkansas-oil-and-gas-boom-towns/">https://aoghs.org/petroleum-pioneers/arkansas-oil-and-gas-boom-towns/</a> <a href="http://www.rexnelsonsouthernfried.com/?p=4034">http://www.rexnelsonsouthernfried.com/?p=4034</a> <a href="https://encyclopediaofarkansas.net/entries/fayetteville-shale-6011/">https://encyclopediaofarkansas.net/entries/fayetteville-shale-6011/</a>	



Student Handout 1 Rules for Socratic Seminar  
Student Handout 2 Four Types of Questions  
Student Handout 3 Day Two Questions  
Student Handout 4 Socratic Seminar Peer-Evaluation  
Student Handout 5 Socratic Seminar Self-Evaluation

**Formative Assessment:**

Peer-evaluation, self-evaluation, reflection.

**Notes to Teacher:**

Students must have knowledge and understanding of the Socratic Seminar. Have rules posted in the classroom and provide a copy of the rules for each student's binder/folder. Make sure students understand teacher's expectations and how they will be evaluated on this experience. Students will self and peer-evaluate and reflect on the process and their learning. Foldables and the Frayer Model and similar resources may be used for differentiation.

**Student Activity**

Day 1 (40 minutes):

1. Discuss with students the objective of the Socratic Seminar – a structured, student-centered discussion format in which the responsibilities and rewards are the responsibility of the student. Students work cooperatively and question intelligently. Have the Student Handout: *Rules for Socratic Seminar* posted and distribute the list for students to reference during discussion.
2. Arrange desks in circle(s) (inner and outer if numbers dictate).
3. Model the seminar technique with three or four students for the class. Practice using a simplistic text and a generic prompt.
4. Review annotating text with students – uncovering key ideas, analyzing author's language, etc.

Day 2 (40 minutes):

1. Students read three texts, *First Arkansas Oil Wells*, *The south Arkansas oil boom — past and future*, and *Fayetteville Shale*, annotating as they read.
2. Using the Student Handout: *Four Types of Questions*, students will compose questions for the Socratic Seminar. Allow about 20 minutes or time as needed. The teacher should complete this step as well.
3. Teacher can facilitate the first question (see Student Handout: *Day Two Questions*). Then sit among the group of students to monitor and guide the Socratic Seminar.



Teacher may use a checklist/rubric to assess student participation. Appoint a student to monitor time on task and keep the conversation flowing.

Day 3 (40 minutes):

1. Students will have an opportunity to respond to the Socratic Seminar in a short whole-group discussion.
2. Using the Student Handout: *Socratic Seminar Peer-Evaluation*, students evaluate a classmate according to their previous days' participation. Teacher should have partnerships chosen in advance.
3. Using the Student Handout: *Seminar Self-Evaluation*, students evaluate themselves according to their previous days' participation.

**Student Handouts: See web site for a printable copy:**

<https://arkansasenergyrocks.com/educators/lesson-plans-9-12>

**Student Handout 1  
Arkansas Boomtowns  
Rules for Socratic Seminar**

- Be courteous at all times
- Listen while others are talking
- Support all comments with evidence from the source
- Avoid raising your hand to talk – instead jump in at an appropriate time
- When disagreeing with a previous comment, disagree with the idea rather than attack the person
- Address the group when talking, not the teacher

**I am responsible for...**

- Asking questions about what I have read, heard, and seen.
- Asking for clarification of any passage I have read but which I do not understand.
- Being courteous and respectful of my peers.
- Pausing and thinking before I respond to the facilitator's questions or to a comment made by a peer.
- Giving my opinions clearly.
- Making judgments that I can defend with textual evidence
- Explaining to others how I have inferred an idea by exploring the passage that has led me to this conclusion.



- Locating facts and examples in the text that can be cited as evidence for a particular argument.
- Listening attentively and patiently as peers share their ideas.
- Listening critically to others' opinions and taking issue with inaccuracies or illogical reasoning.
- Clarifying information and lending support to a peer's argument.
- Moving the seminar forward to new concepts.
- Maintaining an open mind to a diversity of opinions.
- Listening acutely to a peer's entire position before taking issue with it.
- Searching for connections with previous readings or prior studies.
- Avoiding repetitiveness by developing stronger listening skills.
- Being willing to change my opinion if more information is given or if my reasoning has been flawed.
- Seeing the relevance of the reading to my world.
- Being prepared by having read my text thoroughly and reflectively.
- Having marked key issues from my text so I can identify the evidence.
- Exhibiting mature behavior with patience and self-control.

**Student Handout 2**  
**Arkansas Boomtowns**  
**Four Types of Questions:**

1. World Connection Question: Write a question connecting the text to the real world.
2. Close-Ended Question: Write a question about the text that will help everyone in the class come to an agreement about events or characters in the text. This question usually has a “correct” answer.
3. Open-Ended Question: Write an insightful question about the text that will require proof and group discussion to discover or explore the answer to the question.
4. Universal Theme/Core Question: Write a question dealing with a theme(s) of the text that will encourage group discussion about the universality of the text.

Text I'm interested in discussing (list page numbers and lines if applicable):

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Prepare at least 3 of each of the following questions:

World Connection:

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World Connection:

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World Connection:

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Close-Ended:

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Close-Ended:

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Close-Ended:

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Open-Ended:

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Open-Ended:

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Open-Ended:

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Universal Theme/Core:

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Universal Theme/Core:

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Universal Theme/Core:

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What two themes were discussed that interested you the most and why? What textual evidence was provided including page numbers?




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**Student Handout 3  
Arkansas Boomtowns  
Day 2 Questions**

1. Discuss the impact the discovery of oil and gas had on the landscape and the people.
2. What does the future hold for boomtowns?
3. Discuss the discovery of oil and gas in Arkansas within the broader context of world economy and the race for resources.

**Student Handout 4  
Arkansas Boomtowns  
Socratic Seminar Peer-Evaluation**

**Directions:** Write the name of the peer you have been assigned to assess on the line below. Make notes and annotations during the seminar. Assign your peer the earned grade based upon his/her level of participation.

Peer Evaluated: \_\_\_\_\_ Date: \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

Level	Criteria	Notes/Tallies
<b>A Level Participant</b>	<ul style="list-style-type: none"> <li>✓ Participant offers enough solid analysis, without prompting, to move the conversation forward.</li> <li>✓ Participant, through his or her comments, demonstrates a deep knowledge of the</li> </ul>	





	<p>text and the question.</p> <ul style="list-style-type: none"> <li>✓ Participant has come to the seminar prepared, with notes and a marked/annotated text.</li> <li>✓ Participant, through his or her comments, shows that s/he is actively listening to other participants.</li> <li>✓ S/he offers clarification and/or follow-up that extends the conversation.</li> <li>✓ Participant's remarks often refer back to specific parts of the text.</li> </ul>	
<p><b>B Level Participant</b></p>	<ul style="list-style-type: none"> <li>✓ Participant offers solid analysis without prompting.</li> <li>✓ Through his or her comments, participant demonstrates a good knowledge of the text and the question.</li> <li>✓ Participant has come to the seminar prepared, with notes and a marked/annotated text.</li> <li>✓ Participant shows that s/he is actively listening to others. S/he offers</li> </ul>	



	clarification and/or follow-up.	
<b>C Level Participant</b>	<ul style="list-style-type: none"> <li>✓ Participant offers some analysis, but may need prompting.</li> <li>✓ Through his or her comments, participant demonstrates a general knowledge of the text and question.</li> <li>✓ Participant is less prepared, with few notes and no marked/annotated text.</li> <li>✓ Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments.</li> <li>✓ Participant relies more upon his or her opinion, and less on the text to drive his or her comments.</li> </ul>	
<b>D or E Level Participant</b>	<ul style="list-style-type: none"> <li>✓ Participant offers little commentary.</li> <li>✓ Participant comes to the seminar ill-prepared with little understanding of the text and question.</li> <li>✓ Participant does not listen to others, offers no commentary to further the discussion.</li> </ul>	



**Student Handout 5**  
**Arkansas Boomtowns**  
**Socratic Seminar Self-Evaluation**

**Directions:** Assign yourself the earned grade based upon your level of participation. Complete a reflection on the back of this paper or on an additional piece of paper.

Peer Evaluated: \_\_\_\_\_ Date: \_\_\_\_\_

**TOPIC:** \_\_\_\_\_

Level	Criteria	Explanation/Rationale
<b>A Level Participant</b>	<ul style="list-style-type: none"> <li>✓ Participant offers enough solid analysis, without prompting, to move the conversation forward.</li> <li>✓ Participant, through his or her comments, demonstrates a deep knowledge of the text and the question.</li> <li>✓ Participant has come to the seminar prepared, with notes and a marked/annotated text.</li> <li>✓ Participant, through his or her comments, shows that s/he is actively listening to other participants.</li> <li>✓ S/he offers clarification and/or follow-up that extends the conversation.</li> <li>✓ Participant's remarks often refer back to specific parts of the text.</li> </ul>	



<b>B Level Participant</b>	<ul style="list-style-type: none"><li>✓ Participant offers solid analysis without prompting.</li><li>✓ Through his or her comments, participant demonstrates a good knowledge of the text and the question.</li><li>✓ Participant has come to the seminar prepared, with notes and a marked/annotated text.</li><li>✓ Participant shows that s/he is actively listening to others. S/he offers clarification and/or follow-up.</li></ul>	
<b>C Level Participant</b>	<ul style="list-style-type: none"><li>✓ Participant offers some analysis, but may need prompting.</li><li>✓ Through his or her comments, participant demonstrates a general knowledge of the text and question.</li><li>✓ Participant is less prepared, with few notes and no marked/annotated text.</li><li>✓ Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments.</li><li>✓ Participant relies more upon his or her opinion, and less on the text to drive his or her comments.</li></ul>	



<b>D or E Level Participant</b>	<ul style="list-style-type: none"><li>✓ Participant offers little commentary.</li><li>✓ Participant comes to the seminar ill-prepared with little understanding of the text and question.</li><li>✓ Participant does not listen to others, offers no commentary to further the discussion.</li></ul>	
<p><b>Reflection:</b> On the back of this sheet, write a reflection on today's seminar discussion. Discuss one new opinion or insight you had as a result of the discussion, a topic that deserves further exploration, questions you may still have, etc. Please be specific in your references.</p>		