



Title: Arkansas Boomtowns – Our Legacy	
Author: Lisa Schuller Cossatot River School District Wickes	
Course: English	Duration: 3 – 40 minute class periods Day 1 – preparation, rules, objectives Day 2 - Socratic Seminar Day 3 – Assessment and Reflection
Grade: 11	
Objective:	
<ol style="list-style-type: none"> 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. 2. Students make assertions based on reading, and support assertions with specific proof from the text. 3. Students make thematic and conceptual connections between texts read and ideas considered. 	
Summary of Lesson:	
Students will read three informational texts (<i>Arkansas Oil and Gas Boomtowns</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.	
Standards:	
Common Core State Standards	
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.
Teacher Excellence Support System: (TESS)	
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	
Instructional Strategies and Practices:	
Checking for understanding, guided notes, Frayer Model, foldables, Cornell note taking, cooperative learning, modeling, scaffolding, student-led questioning and responses, reflection.	



Bloom's Level: Highest Level Only
Evaluating

Materials and Resources:

<http://geology.com/articles/fayetteville-shale.shtml>

<http://aoghs.org/petroleum-industry-pioneers/arkansas-oil-and-gas-boomtowns/>

<http://www.rexnelsonsouthernfried.com/?p=4034>

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 [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, *Arkansas Oil and Gas Boomtowns*, *The south Arkansas oil boom — past and future*, and *Fayetteville Shale*, annotating as they read.
2. Using the [Four Types of Questions](#) sheet, 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 [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 [Socratic Seminar Peer-Evaluation](#), students evaluate a classmate according to their previous days' participation. Teacher should have partnerships chosen in advance.
3. Using the Socratic [Seminar Self-Evaluation](#), students evaluate themselves according to their previous days' participation.

Student Handouts

Student Handouts: (Printable copies of the handouts are available at:

<http://www.arkansasenergyrocks.com/educators/index.html>. (Select Curriculum, then 9-12 Lesson Plan – student handouts accompany each lesson plan.)

**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):

Prepare at least 3 of each of the following questions:

World Connection:

World Connection:

World Connection:

Close-Ended:

Close-Ended:

Close-Ended:

Open-Ended:

Open-Ended:

Open-Ended:

Universal Theme/Core:



Universal Theme/Core:

Universal Theme/Core:

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

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



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



	understanding of the text and question. ✓ Participant does not listen to others, offers no commentary to further the discussion.	
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**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
A Level Participant	<ul style="list-style-type: none"> ✓ Participant offers enough solid analysis, without prompting, to move the conversation forward. ✓ Participant, through his or her comments, demonstrates a deep knowledge of the text and the question. ✓ Participant has come to the seminar prepared, with notes and a marked/annotated text. ✓ Participant, through his or her comments, shows that s/he is actively listening to other participants. ✓ S/he offers clarification and/or 	



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



	<ul style="list-style-type: none">✓ Participant relies more upon his or her opinion, and less on the text to drive his or her comments.	
D or E Level Participant	<ul style="list-style-type: none">✓ Participant offers little commentary.✓ Participant comes to the seminar ill-prepared with little understanding of the text and question.✓ Participant does not listen to others, offers no commentary to further the discussion.	
<p>Reflection: 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>		