

Lesson Plan

Objective: Students will have an understanding for the origins of oil in California. They will develop an understanding of a major company connected to the oil industry.

Length of lesson: the lesson will require 3-4 periods

Grade level: grades 9-12

Anticipatory set: Ask students to brainstorm the impact for them and their family of a day without any oil and of items made with oil products, **list** them on a piece of paper.

Materials:

- PowerPoint
- Color pencils
- Notebook
- Butcher paper
- Adding machine tape
- VCR/DVD player
- Video "Fuel-less"
- Reference books from the library
- Computer

Procedure:

- Discuss with students of what the oil industry is in Kern County using a PowerPoint presentation. The presentation would include a discussion of the major players in the oil industry from the County that drill and pump, transport, refine and dispense.
- Have students **collaborate** with their table buddies of products that they **know** and **predict** are made from oil. Engage students in a class discussion and make a **list** on the whiteboard of as many items that the students can name.
- Students will watch the "Fuel-less" video.
- Students will again **collaborate** to **explain** and **compare** their answers with those listed before the video. They will **describe** or **speculate** how they think oil is used in products from the film that were not on the whiteboard.
- Instructions will be given to students to group in 2's to create a timeline, using adding machine tape, of the discovery and development of the oil industry from the start to present in California. They must **organize** their findings in chronological order on the tape. They will be instructed to research reference books secured from the library and use the internet to gather information for the timeline. The timeline will have a scale of 30 years for every foot of tape (4

inches/10years). In the discovery phase of the assignment the students will be told that they need to take one segment of the industry or Company and **analyze** it by writing a narrative of its history and place in the oil industry.

- The narrative will include a drawing with at least 3 different colors of some prominent findings from their research on butcher paper provided for them.
- The students will present and **defend** their findings to the class. The drawing will be displayed from each student to demonstrate their knowledge of their chosen topic for “Back to School Night”.

Assessment:

- Students will be assessed by visual observation and through their understanding based on individual responses given during class.
- The assignment will be assessed for the 3 parts of their assignment with an appropriate rubric. One rubric will be used for the timeline, one for the narrative and one for the related drawing for 3 separate grades.