# TABLE OF CONTENTS

## BEFORE YOU GO – Pre-visit Activities

- Internet Activity – “Be an Internet Detective: Get to Know E.W. Marland”
  - Lesson plan ................................................................. 3
  - Photo of E.W. Marland ................................................... 4
  - Internet detective worksheet ........................................... 5
  - Answer key ....................................................................... 6
- Vocabulary – “What's That Term Mean?”
  - Lesson plan ...................................................................... 7
  - Vocabulary list .............................................................. 8
  - Activity template .......................................................... 9
  - Sentences ........................................................................ 10
  - Definitions ....................................................................... 11
- Timelines – “Creating a Chronology”
  - Lesson plan ..................................................................... 12
  - E.W. Marland life events worksheet ................................. 13
  - Answer key ....................................................................... 14
- Geography – “Drilling Around the World”
  - Lesson plan ..................................................................... 15
  - Region photo and description cards ................................. 16
  - Regional drilling worksheet ........................................... 20
  - Answer key ....................................................................... 21
- Etiquette – “How to Behave in a Museum”
  - Lesson plan ..................................................................... 22
  - Scenarios .......................................................................... 23

## WHILE YOU'RE THERE – Field Trip Activities

- Teacher’s instructions .......................................................... 27
- Card Instructions .................................................................. 28
- “Go Exploring” Question and Answer
  - Entrance and The Chronology of Conoco .......................... 29
  - A Proud Heritage .......................................................... 32
  - Ponca City Proud ........................................................... 35
  - Getting to the Future First ............................................... 38
  - Setting the Pace ............................................................ 41
  - Marketing Conoco ........................................................... 44

## AFTER THE VISIT – What did we learn?

- Writing Activity
  - What would our world be like without oil? ....................... 49
- Conoco Museum Jeopardy
  - Instructions ...................................................................... 50
  - Game board ..................................................................... 51
  - Category question and answer ......................................... 52
Be an Internet Detective
Get to know E.W. Marland
LESSON PLAN

Objective:
Learn the history of E.W. Marland and his oil company.

Power Standards:
LA 3: Using the supporting text, students will summarize and make generalizations with supporting evidence for the text and organize the information in different ways.
Students will draw inferences and conclusions about text.
LA 5: Students will conduct research, analyze, evaluate, and organize information.

Activity:
GET TO KNOW E.W. MARLAND

Show students a picture of E.W. Marland. Explain that he was a very important person in Ponca City's history. Tell students that they will find out all about him today during an Internet research assignment.

Have students go to the Web site below and answer the following questions about E.W. Marland and his company. When students are finished, engage the class in a discussion about what they have learned about E.W. Marland. Discuss why he is so important to Ponca City and to our world today.

www.marlandmansion.com
Be an Internet Detective Worksheet

Use the clues online to find out about E.W. Marland and why he is so important to Ponca City and our world today.

Answer the questions below using the following Web site for reference: www.marlandmansion.com

1. Many oilmen considered Marland to be a “Maverick.” What did he do that made people think he was an innovative leader?

2. Read Marland’s quote. Explain what you think it means.

3. How did Marland’s oil refinery influence the population of Ponca City?

4. Marland gave his employees many benefits. Name a few of these benefits, and explain why or why not you think he was a fair boss.

5. Marland Oil was very innovative in the oil business. Choose one of the ways in which it was active, and explain why you think it was important.

6. Name one characteristic of a typical Marland Oil filling station.

7. At one time Marland had accumulated a substantial personal fortune. How much was he worth?

8. Marland Oil Company merged with the Continental Oil and Transportation Company in 1929 and changed names. What was the company’s new name?
Be an Internet Detective Answer Key

Use the clues online to find out about E.W. Marland and why he is so important to Ponca City and our world today.

Answer the questions below using the following Web site for reference: www.marlandmansion.com

1. Many oilmen considered Marland to be a “Maverick.” What did he do that made people think he was an innovative leader?
   * He was the first to believe in geology as a tool to help discover oil.
   * His geology department launched an innovative drilling experiment – core drilling.
   * He introduced the seismograph as a method for locating favorable areas for drilling.

2. Read Marland’s quote. Explain what you think it means.
   QUOTE: “I have slept in the derrick of many a discovery well – gone for a week at a time without even taking my boots off, wet to the skin in freezing weather – meals out of a dinner pail – and loved it for the excitement it gave and the sense of satisfaction that came from tapping a treasure house of nature, filled with liquid gold.” – E.W. Marland
   Explanations on meaning will vary.

3. How did Marland’s oil refinery influence the population of Ponca City?
   Labor requirements at the refinery caused the population of Ponca City to triple in a few short months.

4. Marland gave his employees many benefits. Name a few of these benefits, and explain why or why not you think he was a fair boss.
   **BENEFITS:**
   * Free medical and dental care.
   * Bonuses for discoveries, premiums for improvements, and easy stock purchases.
   * He bought a bank and then lent money to his employees at 6 percent, so they could afford to purchase homes. Then he built over 1,000 houses.
   * Responses will vary.

5. Marland Oil was very innovative in the oil business. Choose one of the ways in which it was active, and explain why you think it was important.
   **Ways Marland Oil was active include the list below. Responses will vary.**
   * Exploring for oil and opening new fields
   * Producing oil
   * Transportation of oil
   * Operation of natural gas plants
   * Operation of refineries
   * Manufacturing gasoline and other retail petroleum products
   * Marketing its gasoline and oils
   * Producing and marketing natural gas
   * Pipelines that carried oil and pipelines that carried natural gas
   * Shipping products worldwide, in its own tank cars and by steamer

6. Name one characteristic of a typical Marland Oil filling station.
   * Some were built in the shape of a triangle. Some were cottage style. They were landscaped and surrounded by flowers.

7. At one time Marland had accumulated a substantial personal fortune. How much was he worth?
   * He accumulated a personal fortune of more than $30,000,000.

8. Marland Oil Company merged with the Continental Oil and Transportation Company in 1929 and changed names. What was the company's new name?
   * In October 1928, E.W. resigned as president and chairman of the board of Marland Oil Company and began a career in politics. Marland Oil Co. was merged with Continental Oil and Transportation Company. The new name was Continental Oil Company. That company became known around the world as Conoco until 2002.
Objective:
This vocabulary lesson plan is designed to incorporate into the language arts curriculum prior to visiting the museum.

Power Standards:
LA 1: Students will develop and expand knowledge of words and word meaning.
LA 3: Students will interact with words and concepts to draw inferences and conclusions.
LA 5: Students will conduct research to access information.

Activity:
VOCABULARY

Give students five copies of the Vocabulary Activity Template—or use five blank sheets of paper on which students divide four sections for each vocabulary word.

- **Square #1**: Students choose a vocabulary word from list and copy in to square one.

  - heritage
  - perseverance
  - teamwork
  - innovation
  - responsibility
  - flexibility
  - adaptability
  - benefits
  - production
  - diversity

- **Square #2**: Teacher reads sentence aloud. Students interpret the definition of the word. Teacher may ask students to share definitions.

- **Square #3**: Teacher gives three choices: A, B, or C. Students discuss in pairs/teams which definition would be the correct one for use in sentence and circle or write letter of answer choice. The teacher will give correct answer, and students will copy definition in Square #3.

- **Square #4**: Students design a picture of a real world situation that might demonstrate the meaning of this word.
VOCABULARY LIST

Heritage

Perseverance

Teamwork

Innovation

Responsibility

Flexibility

Adaptability

Benefits

Production

Diversity
ACTIVITY TEMPLATE

1

In this square the student copies a vocabulary word from list.

2

In this square the student writes prediction for definition.

3

In this square the student will copy the correct definition.

A B C

4

In this square the student draws a picture of real world situation demonstrating meaning.

Print-friendly page available in back.
## SENTENCES

For use with Square #2. Teacher reads sentence aloud. Students interpret the definition of the word. Teacher may ask students to share predictions.

<table>
<thead>
<tr>
<th>Heritage</th>
<th>The Ponca City community has a rich <strong>heritage</strong>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseverance</td>
<td>Conoco’s spirit and <strong>perseverance</strong> kept the company strong.</td>
</tr>
<tr>
<td>Teamwork</td>
<td>The success of any business can be directly linked to <strong>teamwork</strong>.</td>
</tr>
<tr>
<td>Innovation</td>
<td>Conoco’s <strong>innovation</strong> in research helped make advances in refining oil.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Conoco has made a commitment of <strong>responsibility</strong> in caring for the environment.</td>
</tr>
<tr>
<td>Flexibility</td>
<td><strong>Flexibility</strong> is a must when choosing how to retrieve oil from the ground.</td>
</tr>
<tr>
<td>Adaptability</td>
<td>The <strong>adaptability</strong> of the crew is an important factor when drilling for oil.</td>
</tr>
<tr>
<td>Benefits</td>
<td>Conoco employees received many <strong>benefits</strong> that improved their standard of living.</td>
</tr>
<tr>
<td>Production</td>
<td>The <strong>production</strong> of oil products made Conoco an international giant.</td>
</tr>
<tr>
<td>Diversity</td>
<td>There was a great deal of <strong>diversity</strong> among the job opportunities at Conoco.</td>
</tr>
</tbody>
</table>
DEFINITIONS

For use with Square #3. Teacher gives three choices: A, B, or C. Students discuss in pairs/teams which definition would be the correct one for use in sentence, and circle or write letter of answer choice. Teacher gives correct answer. Students copy definition in Square #3.

Heritage  
A. Government housing provided free of charge  
B. **An inherited culture or tradition**  
C. A group of wealthy people in one town

Perseverance  
A. **Steady persistence in spite of obstacles**  
B. A large amount of money  
C. Rules and guidelines that employees must follow

Teamwork  
A. **Cooperative actions and efforts by a group of people**  
B. The schedule one must follow each day  
C. One person who is in charge of a group of people

Innovation  
A. To fail without any success  
B. Standard method of procedures  
C. **Introduction of new things or methods**

Responsibility  
A. Everyone is in agreement  
B. **To be accountable or answerable**  
C. To plan together

Flexibility  
A. The need to make things balanced  
B. Ability of the brain to learn  
C. **Ability to adapt or modify**

Adaptability  
A. Working for success  
B. **To make suitable to – or to fit for use or situation**  
C. Having a good attitude about your work

Benefits  
A. Payment or entitlement in addition to wages  
B. To hold a fund raising activity  
C. A new set of tools

Production  
A. **The act of creating or manufacturing**  
B. A new way of advertising something  
C. To discontinue use of a product

Diversity  
A. Disagreement within a group of people  
B. Difficulty in tasks  
C. **Being different or varied**
Creating a Chronology  
LESSON PLAN

Objective:
Read, understand, and create timelines.

Power Standards:
LA 3: Students summarize and make generalizations using supporting evidence from text.
LA 5: Students conduct research, analyze, evaluate, and organize information.
LA 7: Students will communicate through a variety of written forms and for various purposes.

Activity:
Timelines

Part 1: Biographical Timelines
A. Teacher will create a list of events from own family history. Teacher writes the events and the dates. Students help put them in chronological order. Explain to students that this is a timeline. Teacher asks questions about the timeline and allows students to help discover the answers. (Example: “Using the timeline, figure out my age when I graduated from college.”)

B. Students divide a sheet of paper into four or six equal sections. Students should come up with four or six important events in their lives or their family’s lives (i.e., birth, birth of siblings, family events, year they entered fifth grade) and put one event and the year it happened in each section. Allow students to go home and ask their parents for assistance.

C. Students will cut out the events and put them in chronological order. They will glue the events on a large sheet of paper to create their own timelines. Students can then add illustrations and share with the class.

Extensions:
• Students can create a PowerPoint presentation using their events.
• Students can write or type a short autobiography using information from their timelines.

Part 2: Historical Timelines
A. Teacher explains that timelines are used in history to show the order in which events happen, and writes the events from E.W. Marland’s life so that all students can read them.

B. Students will put the events in order and create Marland’s timeline on a large sheet of paper.

C. Students will answer the questions using the timeline on the following page.
Important Events in the Life of E.W. Marland

WORKSHEET

1874  Marland is born in Pittsburgh, Pennsylvania.
1941  Marland is laid to rest in Ponca City, Okla.
1908  Marland moves to Oklahoma to explore for oil.
1934  Marland is elected as Oklahoma's 10th governor.
1925  Construction begins on Marland Mansion.
1928  Mansion is complete. Marland moves into mansion.
1911  Marland discovers oil southwest of Ponca City.
1918  Marland builds a small refinery in Ponca City.
1928  Marland resigns as president of Marland Oil Company.

TIMELINE QUESTIONS

Arrange the E.W. Marland timeline to calculate the answers to the following questions:

1. How many years did Marland live?
2. How many years was the Ponca City refinery operated under Marland's leadership?
3. How long did it take to build the Marland Mansion?
4. How long did it take Marland to discover oil after moving to Oklahoma?
5. Oklahoma became a state in 1907. How many years later did Marland become the governor?
Important Events in the Life of E.W. Marland

ANSWER KEY

Arrange the E.W. Marland timeline to calculate the answers to the following questions:

1. How many years did Marland live?
   67 years

2. How many years was the Ponca City refinery operated under Marland’s leadership?
   10 years

3. How long did it take to build the Marland Mansion?
   3 years

4. How long did it take Marland to discover oil after moving to Oklahoma?
   3 years

5. Oklahoma became a state in 1907. How many years later did Marland become the governor?
   27 years
Drilling Around the World
LESSON PLAN

Objective:
Students will read information, observe, and discuss problems of drilling in arctic, desert, ocean, and tropical geographic regions. The visit to the Conoco Museum will present methods of drilling in each of these areas.

Materials:
• Photo cards of drilling operations in four geographical areas: arctic, desert, ocean, and tropics.
• Informational cards of each region.
• Group brainstorming activity worksheet.

Activity:
Students should read with partner, or in groups, each informational card. Match information to photo card of drilling operations. Students should share ideas and come up with at least one problem that a drilling crew might encounter when trying to retrieve oil from the ground.
This area is the region around the Earth’s North Pole, opposite the Antarctic region around the South Pole. The Arctic area includes the Arctic Ocean and parts of Canada, Greenland, Russia, Alaska, Iceland, Norway, Sweden and Finland. More than 80% of Greenland is always hidden by a thick ice cap.

The Arctic region consists of a vast ice-covered ocean surrounded by treeless, frozen ground. Life in the Arctic region includes organisms living in the ice, fish and marine mammals, birds, land animals, and human societies.

The Arctic climate is characterized by cold winters and cool summers. Precipitation mostly comes in the form of snow. Average winter temperatures can be as low as 35 degrees below zero. In some areas of the Arctic, the sun does not set during the height of summer, nor rise during the depths of winter.

Trees cannot grow in the Arctic climate, however small plants and shrubs can grow close to the ground forming the tundra.
Deserts represent one-fifth (20%) of the land surface of the world. Desert regions are found in the Africa, Asia, Australia, North America and South America. The largest desert is the Sahara, in North Africa, covering 3.5 million square miles.

A desert is an arid region, usually partly covered by sand, having scanty vegetation or sometimes almost none, and capable of supporting only a limited and specially adapted animal population. An area with less than 10 inches of annual rainfall is considered to be a desert. Some deserts go for years with no rain. Other factors contributing to the formation of deserts include the amount of sunshine, rate of evaporation of water, and range of temperature. Temperature ranges in deserts are often extreme. Deserts often get names, like "Death Valley," because of the extreme conditions.

Plants and animals of the desert have adapted to the harsh conditions in order to survive. Among the animals living in deserts are species of snakes, squirrels, rabbits, rats, owls, a number of birds, gila monsters, and many other lizards. Animals normally spend most of the day underground, but come out at night to eat and hunt.
**Geography**

**Oceans**

Oceans are large bodies of saltwater connected together, covering 70% of the Earth's surface. Until the year 2000, there were four recognized oceans: the Pacific, Atlantic, Indian and Arctic. In the spring of 2000, a new ocean was added, the Southern Ocean. It surrounds Antarctica. The Pacific is the largest ocean, covering about one-third of the Earth's surface, which is more area than all of the continents combined.

Seas are the smaller bodies of salt water connecting the oceans and can be partially or almost totally surrounded by land. The largest seas are the South China Sea, the Caribbean Sea, and the Mediterranean Sea.

The oceans serve many functions, especially affecting the weather and temperature. They moderate the Earth's temperature by absorbing incoming solar radiation (stored as heat energy). The always moving ocean currents distribute this heat energy around the globe. This heats the land and air during winter and cools it during summer.
The tropics are the geographic region of the Earth centered around the equator. Tropical ecosystems may consist of rainforests, dry deciduous forests, spiny forests, desert and other habitat types. Costa Rica, Nicaragua and Madagascar are examples of tropical areas.

The average annual temperature is higher and the seasonal change of temperature is less than in other regions.

The lush rain forest regions (Amazon and Congo basins) have immense vegetation growth attributed to monsoon rains. They are known for a wide variety of flora and fauna. High temperatures and rainfall make rubber, tea, coffee, cocoa, spices, bananas, pineapples, nuts and lumber the leading agricultural exports for countries in the tropical region. Animals in tropical areas might include elephants, tapirs, rhinoceroses, gorillas, and a variety of snakes.

Central Africa is an example of a tropical area that has extreme heat but low humidity. However, depending on altitude of the area, some may include snow-capped mountain peaks, such as in the Andes Mountain of South America.
Drilling Around the World

WORKSHEET

Categorize the information for **arctic**, **desert**, **ocean**, and **tropics** with the picture card that illustrates oil drilling taking place.

Work together as a group to compare and contrast what problems an oil company might encounter when attempting to drill for oil in each of the following regions:

1. What difficulties could you encounter when drilling in the arctic?

2. What difficulties could you encounter when drilling in the desert?

3. What difficulties could you encounter when drilling in the ocean?

4. What difficulties could you encounter when drilling in the tropics?
Drilling Around the World

ANSWER KEY

Categorize the information for **arctic**, **desert**, **ocean**, and **tropics** with the picture card that illustrates oil drilling taking place.

Work together as a group to compare and contrast what problems an oil company might encounter when attempting to drill for oil in each of the following regions:

1. What difficulties could you encounter when drilling in the **arctic**?
   
   *Answers may vary.* Conditions are difficult for the workers. The temporary ice roads are used during the winter months to protect the tundra, but they do not allow for year-round access. Limited visibility during snow storms. Equipment can freeze.

2. What difficulties could you encounter when drilling in the **desert**?
   
   *Answers may vary.* The harsh climate can be difficult for the workers. Caution and attention to protecting the environment. Water is needed in the drilling process, but it may not be easily available in the desert. Sand may interfere with equipment. Access to the drill site may be difficult. Location may be in a foreign county; dealing with foreign government officials may be challenging.

3. What difficulties could you encounter when drilling in the **ocean**?
   
   *Answers may vary.* Salt water corrodes equipment. Weather hazards; changing conditions out at sea. Access to the drill site. Must go underwater to inspect and repair subsurface equipment and sections of the rig or platform. Caution and attention to protecting the environment.

4. What difficulties could you encounter when drilling in the **tropics**?
   
   *Answers may vary.* Getting to the drill site may take days over land. Remote site, difficulty moving equipment. Hard conditions for workers. Access to clean drinking water for the crew. Insects, reptiles, other wildlife. Location may be in a foreign country; dealing with foreign government officials may be challenging. Caution and attention to protecting the environment.
How to Behave in a Museum
LESSON PLAN

Objective:
Students will be able to identify proper etiquette prior to visiting the Conoco Museum.

Materials:
Six scenario cards

Instructions:
Divide class into six groups, giving each group one scenario card. Allow three to five minutes to read, discuss, and conceive a rule that would have prevented the behavior.

After each group has created a rule, call the class together. Have a representative from each group read the scenario and rule, while you make a list of rules on the board, an overhead, chart paper, etc.

Sample rules that could be generated from the museum etiquette scenarios:

1. Use a quiet voice.
2. Stay with your group.
3. Do not run.
4. Listen carefully to directions.
5. Do not touch unless allowed to do so.
6. Remember the three Rs: Respectful, Responsible, and Ready
7. Sit quietly when watching the film.
How to Act in a Museum

SCENARIOS

Scenario One

The students in Mrs. Morgan’s class were amazed by the colorful wall murals as they walked through the museum. They chatted excitedly among themselves. The museum director appeared to be looking for the teacher as they walked by. At one point the director walked to the group with her finger raised to her mouth. She explained that there were other people in the museum, and the additional noise is a distraction for other visitors.

Mrs. Morgan was embarrassed that the director had to address the class’s behavior.

Scenario Two

Before visiting the Conoco Museum, Mr. Kyler divided his class into six groups. Each group was assigned an adult leader. Some of the leaders were parents who had volunteered to go on the field trip with the class. Even though Wesley and Jared were best friends, they were not placed in the same group. The boys did not think this was fair, so they devised the following plan: Jared decided he would just stay at the back of his group until the leader wasn’t looking. Then, he could join Wesley’s group. The parent volunteers had to stop the tour to locate the missing student.

Scenario Three

There was a lot to see when Mrs. Giddens’ class visited the Conoco Museum. The museum was divided into six parts with walls that separated the different areas. The class had been divided into six groups, and some of the groups were very competitive. After getting instructions, Misty’s group wanted to be first to get to its section. The parent volunteer could barely keep up with the students as they ran to the first section.

They were the first to arrive, but the parent volunteer did not look pleased when she caught up with them.

Scenario Four

Mrs. Wells gathered her class together at the entrance of the museum. She gave instructions to each of the six groups prior to beginning the tour. The director of the museum greeted the students, and Mrs. Wells then covered specific assignments the students would be doing during their visit. Lorrie and Jenny had been to a museum before and really didn’t need any instructions. They visited quietly about which display they wanted to see first. All of a sudden, the groups separated and went in different directions.

The girls were confused about what to do.

Scenario Five

There was a lot to see at the Conoco Museum when Mrs. Lindsay’s class began its tour. There were television monitors that provided information, wall murals filled with facts and pictures, and special displays with artifacts. Some artifacts were behind glass and others were not. Some displays had signs that said, “Do Not Touch,” and others did not. Dan really wanted to feel the vase that sat on the shelf beside the desk. He wondered if the vase was as heavy as it looked. When he picked it up, it fell to the floor and broke into hundreds of pieces.

Mrs. Lindsay was shocked by what happened.

Scenario Six

Mrs. Braden lined up her students and led them into the Conoco Museum theater. She had told the students that they would learn important information about the history of Conoco during the film. Carl and Steve sat down in the comfortable chairs to watch the film. When the lights went out they began to push on the chairs in front of them. This annoyed the students on the next row, and they turned to tell them to stop. Carl and Steve snickered and scooted down low in their seats thinking no one would see them.

Mrs. Braden stood up. The boys could tell she was not happy.
WHILE YOU’RE THERE
FIELD TRIP ACTIVITIES

Conoco Museum
While You’re There

FIELD TRIP ACTIVITIES

Teacher’s Instructions

Before visiting the Conoco Museum, fifth graders have gained background knowledge of museum etiquette, E.W. Marland, Conoco refineries, and vocabulary terms pertinent to the Pioneering Spirit film. Classroom activities have included an Internet scavenger hunt, cooperative learning, and teacher-led discussions. The activities have set the stage for an optimal student field experience as classes explore the Conoco Museum.

(All groups will view Pioneering Spirit together as a class.)

Instructions:

- Each class will need six adult volunteers/teachers in order to divide the class into six small groups. (Example: A class of 28 students would have four groups of five students and two groups of four students with an adult leader for each section.)
- Students first will be seated in the theater to view Pioneering Spirit. (Running time is 9.5 minutes.)

After gathering in the theater area and before viewing the film, the classroom teacher will go over the following preview items:

Perseverance

- Conoco’s legacy spans over 126 years. Throughout the years, Conoco’s work force has instilled a pride in Ponca City through hard work, determination, and partnership.
- Pay careful attention to the leaders of the company, particularly E.W. Marland and Dan Moran.
- Geographic areas in which drilling operations were located are: arctic, desert, ocean, and tropics.

Teamwork

- Watch for the diversity of employees – rig workers, pipefitters, doodlebuggers, and executives.
- Notice what cutting-edge benefits the company offered to the employees, enhancing their quality of life.
- Learn what Continental Oil Company did with $770,000 in December 1937.
- Conoco partnered with people around the world.
- Spirit and perseverance kept Conoco strong.

Innovation

- Conoco needed to be adaptable and flexible while drilling in different geographic areas ranging from Oklahoma oil fields to offshore drilling rigs.
- See the importance of research labs.
- Notice the changes in Conoco’s advertising program over the years. Why is a cat featured in a commercial?

Responsibility

- Conoco had one of the best safety records of any company in history.
- Conoco worked to protect the environment by being socially responsible. It started as two small companies, but through dedication and hard work became an international petroleum corporation.
Go Exploring!
CARD INSTRUCTIONS

The classroom teacher will distribute one exploration card to each of the six small groups. Groups should be instructed to:

- Go directly to area designated on card.
- Look, listen and explore as the adult group leader reads each informational statement.
- Group members should observe, investigate and discuss each item.
- A 10-minute limit will be given in each area. Come up with as many solutions to items as possible in the 10-minute time limit.
- When time is completed for the section, each group should exchange cards with another group and begin again. Continue doing so until all six cards have been completed by each group.

Following the museum field experience, students will participate in a follow-up Jeopardy game in the classroom. All Jeopardy questions will be taken from the museum learning experience.

A writing activity also will follow the field experience.

Have fun learning about Ponca City's own Conoco Oil Company!
Go Exploring!
Entrance and Chronology of Conoco
WORKSHEET

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Museum Entrance**
1. Locate the quote under the Welcome to Conoco Museum lettering. Interpret what you think it means by, “Starting small but thinking big, Conoco used pioneer grit and western spirit to create a worldwide legacy of remarkable achievements.”

**Chronology of Conoco**
2. Locate and discuss the place in Oklahoma where Marland first discovered oil.

3. Compare how Marland’s 101 Ranch Oil Company changed between 1908 and 1929.

4. Research the timeline and locate the name of the foreign country where Conoco made a major oil discovery.

5. Locate the name of the first underwater oil storage tank.

6. The Vibroseis System was developed by Conoco scientists in 1956. Determine how seismic oil exploration changed with this invention.

7. Calculate how many years ago Conoco merged with Phillips Petroleum Co.

8. Examine the Packard tank truck located in the front window display. Consider how you think this vehicle was used to store and deliver oil products.

If time permits, observe and discuss other items of interest.
Go Exploring!
Entrance and Chronology of Conoco

ANSWER KEY

Read and discuss each of the following with your small group.

Be prepared to share information after the field trip.

Museum Entrance
1. Locate the quote under the Welcome to Conoco Museum lettering. Interpret what you think it means, “Starting small but thinking big, Conoco used pioneer grit and western spirit to create a worldwide legacy of remarkable achievements.”
   Answers will vary. Answers could include information about how Conoco used perseverance and teamwork in order to accomplish its goals.

Chronology of Conoco
2. Locate and discuss the place in Oklahoma where Marland first discovered oil.
   Marland first discovered oil at the Willie Cry Well southwest of Ponca City.

3. Compare how Marland’s 101 Ranch Oil Company changed between 1908 and 1929.
   Marland’s company changed names from 101 Ranch Oil Co. to Marland Refining Co. to Marland Oil Company and then to Continental Oil Company.

4. Research the timeline and locate the name of the foreign country where Conoco made a major oil discovery.
   Conoco made a major oil discovery in Libya. Oil also was discovered off the coast of Dubai.

5. Locate the name of the first underwater oil storage tank.
   The first underwater oil storage tank was called Khazzan (Kә zәn’). It was developed by Conoco scientists in 1969.

6. The Vibroseis System was developed by Conoco scientists in 1956. Determine how seismic oil exploration changed with this invention.
   Before the invention of the Vibroseis (Vī’ brō sīz) System, exploration was done by using explosives. The Vibroseis System was much safer. It allowed for exploration in both populated and environmentally sensitive areas.

7. Calculate how many years ago Conoco merged with Phillips Petroleum Co.
   Conoco merged with Phillips in 2002 and became ConocoPhillips.

8. Examine the Packard tank truck located in the front window display. Consider how you think this vehicle was used to store and deliver oil products.
   Answers will vary.

If time permits, observe and discuss other items of interest.
Read and discuss each of the following with your small group. Be prepared to share information after the field trip.

**Museum Entrance**
1. Locate the quote under the Welcome to Conoco Museum lettering. Interpret what you think it means by, “Starting small but thinking big, Conoco used pioneer grit and western spirit to create a worldwide legacy of remarkable achievements.”

**Chronology of Conoco**
2. Locate and discuss the place in Oklahoma where Marland first discovered oil.
3. Compare how Marland’s 101 Ranch Oil Company changed between 1908 and 1929.
4. Research the timeline and locate the name of the foreign country where Conoco made a major oil discovery.
5. Locate the name of the first underwater oil storage tank.
6. The Vibroseis System was developed by Conoco scientists in 1956. Determine how seismic oil exploration changed with this invention.
7. Calculate how many years ago Conoco merged with Phillips Petroleum Co.
8. Examine the Packard tank truck located in the front window display. Consider how you think this vehicle was used to store and deliver oil products.

If time permits, observe and discuss other items of interest.

---

1. Answers will vary. Answers could include information about how Conoco used perseverance and teamwork in order to accomplish its goals.
2. Marland first discovered oil at the Willie Cry Well southwest of Ponca City.
3. Marland’s company changed names from 101 Ranch Oil Co. to Marland Refining Co. to Marland Oil Company and then to Continental Oil Company.
4. Conoco made a major oil discovery in Libya. Oil also was discovered off the coast of Dubai.
5. The first underwater oil storage tank was called Khazzan (K̄aː zæn'). It was developed by Conoco scientists in 1969.
6. Before the invention of the Vibroseis (Vɪˈbroʊ ˌsɪz) System, exploration was done by using explosives. The Vibroseis System was much safer. It allowed for exploration in both populated and environmentally sensitive areas.
8. Answers will vary.
Go Exploring!
A Proud Heritage
WORKSHEET

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

Early History
1. Locate the Early Beginnings display. Name the Ponca Indian chief who gave Marland permission to drill on sacred ground. Explain why the land was sacred.

Brands of Distinction
2. Under the Merger of Mutual Benefit panel, read out loud the different pronunciations of Conoco. Discuss the origin of the Conoco name.

Corporate Headquarters
3. Examine the Marland Boardroom display. Explain the connection between this replica of Marland’s boardroom and Ponca City's offices.

4. Browse through the notebook in front of the boardroom. Now study the photo murals overhead. Compare the murals to the pictures in the notebook. Identify the cities in which these two offices are located.

Strong Leadership

6. Observe the portraits of past Conoco presidents and CEOs. Determine which man led Conoco for the most years.

If time permits, observe and discuss other items of interest.
Go Exploring!
A Proud Heritage
ANSWER KEY

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

Early History
1. Locate the *Early Beginnings* display. Name the Ponca Indian chief who gave Marland permission to drill on sacred ground. Explain why the land was sacred.

   *White Eagle was the Ponca Indian chief who gave Marland permission to drill. The land was sacred because it was the burial ground for Ponca Indian warriors.*

Brands of Distinction
2. Under the *Merger of Mutual Benefit* panel, read out loud the different pronunciations of Conoco. Discuss the origin of the Conoco name.

   *The Conoco name comes from CONtinental Oil C0mpany.*

Corporate Headquarters
3. Examine the Marland Boardroom display. Explain the connection between this replica of Marland’s boardroom and Ponca City’s offices.

   *The Ponca City Continental Building still houses Marland’s office and boardroom on the fifth floor.*

4. Browse through the notebook in front of the boardroom. Now study the photo murals overhead. Compare the murals to the pictures in the notebook. Identify the cities in which these two offices are located.

   *The photo murals show the Conoco offices in Ponca City and Houston.*

Strong Leadership
5. Find the *Honoring Those We Lost* panel. Summarize what occurred on Sept. 4, 1991.

   *A Conoco corporate plane crashed in Borneo, Malaysia on Sept. 4, 1991. Twelve lives were lost.*

6. Observe the portraits of past Conoco presidents and CEOs. Determine which man led Conoco for the most years.

   *Dan Moran held the office of Conoco president for the most years; 1928-1947. Leonard McCollum, president 1947-1964, CEO 1963-1966, leadership for a total of 19 years.*

If time permits, observe and discuss other items of interest.
Conoco Museum Field Experience
A Proud Heritage

Read and discuss each of the following with your small group. Be prepared to share information after the field trip.

Early History
1. Locate the Early Beginnings display. Name the Ponca Indian chief who gave Marland permission to drill on sacred ground. Explain why the land was sacred.

Brands of Distinction
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Strong Leadership
6. Observe the portraits of past Conoco presidents and CEOs. Determine which man led Conoco for the most years.

If time permits, observe and discuss other items of interest.

Conoco Museum Field Experience
A Proud Heritage (answers)

1. White Eagle was the Ponca Indian chief who gave Marland permission to drill. The land was sacred because it was the burial ground for Ponca Indian warriors.
2. The Conoco name comes from CONTinental Oil COmpany.
3. The Ponca City Continental Building still houses Marland’s office and boardroom on the fifth floor.
4. The photo murals show the Conoco offices in Ponca City and Houston.
5. A Conoco corporate plane crashed in Borneo, Malaysia on Sept. 4, 1991. Twelve lives were lost.
Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Development and Expansion**
1. Observe the blue mural titled *Hard-Boiled, Two-Fisted*. Explain the importance of Mr. Dan Moran to Conoco’s operations. Describe an unusual money saving technique he used.

**Oklahoma’s Oldest Operating Refinery**
2. Evaluate the method by which Mr. Marland acquired the money to build the Ponca City refinery.

3. Located in the display case find the quote, “Moving ‘forward together’ and making a difference.” Identified is a partnership between two groups. Name the two groups.

**Conoco’s Other Refining Operations**
4. Name the four locations of Conoco’s North American refineries.

5. Locate the diesel to hydrotreating fractionation process on the lighted wall. Follow the lights to the vehicle for which diesel fuel is produced. Name the vehicle.

**Support During World War II**
6. Explain women’s involvement in Conoco’s operations during World War II and give an example of their efforts.

If time permits, observe and discuss other items of interest.
Go Exploring!
Ponca City Proud

ANSWER KEY

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

Development and Expansion

1. Observe the blue mural titled *Hard-Boiled, Two-Fisted*. Explain the importance of Mr. Dan Moran to Conoco’s operations. Describe an unusual money saving technique he used.
   
   *By 1937, Mr. Moran helped eliminate the company’s $43 million debt.*
   
   *One method of savings he used 2,000 sheep to “mow” the grass at the tank farm, saving the company $10,000 annually.*

Oklahoma’s Oldest Operating Refinery

2. Evaluate the method by which Mr. Marland acquired the money to build the Ponca City refinery.
   
   *Mr. Marland borrowed money from all of the banks at which he did business.*

3. Located in the display case find the quote, “Moving ‘forward together’ and making a difference.” Identified is a partnership between two groups. Name the two groups.
   
   *The partnership was between Conoco and Ponca City.*

Conoco’s Other Refining Operations

4. Name the four locations of Conoco’s North American refineries.
   
   *Billings, Mont.; Denver, Colo.; Lake Charles, La.; and Ponca City, Okla.*

5. Locate the diesel to hydrotreating fractionation process on the lighted wall. Follow the lights to the vehicle for which diesel fuel is produced. Name the vehicle.
   
   *A school bus would use diesel.*

Support During World War II

6. Explain women’s involvement in Conoco’s operations during World War II and give an example of their efforts.

   *Women replaced men as workers. Responding to an urgent wartime plea from the U.S. Navy, 15,000 drums of aircraft oil (enough to fill 180 railroad cars) were shipped in a record 6 days.*

If time permits, observe and discuss other items of interest.
Read and discuss each of the following. Be prepared to share information after the field trip.

**Development and Expansion**
1. Observe the blue mural titled *Hard-Boiled, Two-Fisted*. Explain the importance of Mr. Dan Moran to Conoco’s operations. Describe an unusual money saving technique he used.

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6. Explain women’s involvement in Conoco’s operations during World War II and give an example of their efforts.

If time permits, observe and discuss other items of interest.

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**Conoco Museum Field Experience**

**Ponca City Proud**

1. By 1937, Mr. Moran helped eliminate the company’s $43 million debt.
   One method of savings he used 2,000 sheep to “mow” the grass at the tank farm, saving the company $10,000 annually.
2. Mr. Marland borrowed money from all of the banks at which he did business.
3. The partnership was between Conoco and Ponca City.
4. Billings, Mont.; Denver, Colo.; Lake Charles, La.; and Ponca City, Okla.
5. A school bus would use diesel.
6. Women replaced men as workers. Responding to an urgent wartime plea from the U.S. Navy, 15,000 drums of aircraft oil (enough to fill 180 railroad cars) were shipped in a record 6 days.
Go Exploring!
Getting to the Future First
WORKSHEET

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Technological Advancements**
1. Inspect the items in the laboratory drawers. Describe which items might still be useful in a modern day laboratory.

2. Find the case with the oil exploration equipment. Describe where you could use a seismic detector.

3. Locate the quote by Ray Gilbert on the wall. Explain some advantages of the new technological breakthrough Vibroseis System.

4. Examine the poster that describes winners of the Conoco Mileage Merchant contest. Count the number of different states represented by the $5 winners.

5. Name a product created with Conoco wax.

**World Leaders in Coking**
6. Summarize how crude oil is manufactured to produce coke.

If time permits, observe and discuss other items of interest.

*Print-friendly page available in back.*
Go Exploring!
Getting to the Future First

ANSWER KEY

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Technological Advancements**

1. Inspect the items in the laboratory drawers. Describe which items might still be useful in a modern day laboratory.
   
   *Answers will vary. Answers might include: beakers, test tubes, safety glasses, product samples for testing.*

2. Find the case with the oil exploration equipment. Describe where you could use a seismic detector.
   
   *A seismic detector would be used on land and in water.*

3. Locate the quote by Ray Gilbert on the wall. Explain some advantages of the new technological breakthrough Vibroseis System.
   
   *Answers will vary. There was no longer a need for the use of dynamite. Could use in rural or metro settings.*

4. Examine the poster that describes winners of the Conoco Mileage Merchant contest. Count the number of different states represented by the $5 winners.
   
   *Twelve different states are represented on the poster.*

5. Name a product created with Conoco wax.
   
   *Crayola crayons were made from Conoco wax.*

**World Leaders in Coking**

6. Summarize how crude oil is manufactured to produce coke.
   
   *The residue from refined crude oil is heated to more than 900 degrees Fahrenheit and creates a solid form of carbon, known as coke.*

If time permits, observe and discuss other items of interest.
Read and discuss each of the following. Be prepared to share information after the field trip.

**Technological Advancements**
1. Inspect the items in the laboratory drawers. Describe which items might still be useful in a modern day laboratory.
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**World Leaders in Coking**
6. Summarize how crude oil is manufactured to produce coke.

If time permits, observe and discuss other items of interest.

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**Answers**

1. Answers will vary. Answers might include: beakers, test tubes, safety glasses, product samples for testing.
2. A seismic detector would be used on land and in water.
3. Answers will vary. There was no longer a need for the use of dynamite. Could use in rural or metro settings.
4. Twelve different states are represented on the poster.
5. Crayola crayons were made from Conoco wax.
6. The residue from refined crude oil is heated to more than 900 degrees Fahrenheit and creates a solid form of carbon, known as coke.
Go Exploring!
Setting the Pace
WORKSHEET

Read and discuss each of the following within your group.
Be prepared to share information after the field trip.

Expanding the Hunt for Oil
1. Conoco began exploring offshore in 1999 with the Deepwater Pathfinder. Summarize the reasons why this was such a big breakthrough in exploration.

Doodlebugger Display
2. Read and interpret the information about what life was like for doodlebuggers. Evaluate whether you think you would like the lifestyle. Be able to explain your reasoning.

3. Examine the doodlebugger equipment. Discuss what equipment you think the doodlebugger might have needed but didn’t have.

4. Examine the red dynamite shooting box sitting near the doodlebugger and read the information. Infer what you think the last CAUTION statement means.

Storage and Delivery
5. Compare the delivery of kerosene, gasoline, and crude oil in the 1870s to delivery in 1998.

Overseas Expansion
6. Find A Marvel of Technology. Instead of using pipelines, Conoco saved millions of dollars by standing oil storage on its head. Summarize how it was able to store oil in a tank without a bottom.

If time permits, observe and discuss other items of interest.
Go Exploring!
Setting the Pace

ANSWER KEY

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Expanding the Hunt for Oil**

1. Conoco began exploring offshore in 1999 with the Deepwater Pathfinder. Summarize the reasons why this was such a big breakthrough in exploration.

   *The Deepwater Pathfinder allowed Conoco to drill down 10,000 feet and explore for oil in the ultra-deep Gulf of Mexico and elsewhere.*

**Doodlebugger Display**

2. Read and interpret the information about what life was like for doodlebugs. Evaluate whether you think you would like the lifestyle. Be able to explain your reasoning.

   *Answers will vary. Doodlebugs could have a dangerous job. They typically moved very often. Because of their work, they were able to see a lot of the world. They worked as a family and built strong relationships.*

3. Examine the doodlebugger equipment. Discuss what equipment you think the doodlebugger might have needed but didn’t have.

   *Answers will vary. Doodlebugs might use modern-day technology.*

4. Examine the red dynamite shooting box sitting near the doodlebugger and read the information. Infer what you think the last CAUTION statement means.

   *If you have one accident with dynamite, you probably would not live to have another.*

**Storage and Delivery**

5. Compare the delivery of kerosene, gasoline, and crude oil in the 1870s to delivery in 1998.

   *In the 1870s, kerosene was delivered door-to-door by a horse-pulled tank wagon, compared to delivery across the ocean by double-hulled tankers in 1998.*

**Overseas Expansion**

6. Find *A Marvel of Technology*. Instead of using pipelines, Conoco saved millions of dollars by standing oil storage on its head. Summarize how it was able to store oil in a tank without a bottom.

   *Since oil floats on water, it could be stored in a tank without a floor or bottom. The oil always floats to the top.*

If time permits, observe and discuss other items of interest.
Read and discuss each of the following. Be prepared to share information after the field trip.

**Expanding the Hunt for Oil**
1. Conoco began exploring offshore in 1999 with the Deepwater Pathfinder. Summarize the reasons why this was such a big breakthrough in exploration.

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**CONOCO MUSEUM FIELD EXPERIENCE**

**SETTING THE PACE**

1. The Deepwater Pathfinder allowed Conoco to drill down 10,000 feet and explore for oil in the ultra-deep Gulf of Mexico and elsewhere.
2. Answers will vary. Doodlebuggers could have a dangerous job. They typically moved very often. Because of their work, they were able to see a lot of the world. They worked as a family and built strong relationships.
3. Answers will vary. Doodlebuggers might use modern-day technology.
4. If you have one accident with dynamite, you probably would not live to have another.
5. In the 1870s, kerosene was delivered door-to-door by a horse-pulled tank wagon, compared to delivery across the ocean by double-hulled tankers in 1998.
6. Since oil floats on water, it could be stored in a tank without a floor or bottom. The oil always floats to the top.
Go Exploring!
Marketing Conoco
WORKSHEET

Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

Traveling with Conoco
1. Analyze the information in the Touraide Travel Bureau desk area. Explain how Conoco’s free Touraide Trip Planning Service would assist travelers.

Fueling the Nation
2. Describe what types of services were offered at Conoco stations in the 1940s and 1950s. Explain how that is different than services of today.

3. Compare and contrast the design of a Conoco station in 1930 to a present day Conoco station.

4. Operate the hands-on gravity fed pump in the small service station. Compare and contrast this pump for the 1920s to the gasoline pumps of today.

JETting Into International Marketing
5. Conoco marketed its Libyan oil through newly acquired JET stations. How many JET outlets did Conoco operate? Name European countries where JET stations can be found.

Partnership at Yellowstone
6. Evaluate why Yellowstone National Park would only allow Conoco to be sold inside the park.

If time permits, observe and discuss other items of interest.

Print-friendly page available in back.
Read and discuss each of the following within your group.

Be prepared to share information after the field trip.

**Traveling with Conoco**

1. Analyze the information in the Touraide Travel Bureau desk area. Explain how Conoco’s free Touraide Trip Planning Service would assist travelers.

   *This was a travel service offered by Conoco. Touraide provided maps, marked planned travel routes, and even designated Conoco service stations along the way. Other answers will vary.*

**Fueling the Nation**

2. Describe what types of services were offered at Conoco stations in the 1940s and 1950s. Explain how that is different than services of today.

   *Stations were full-service. Attendants in uniform pumped gas, added oil and water, cleaned windshields, and checked tires. Openings were fun; free Conoco merchandise was given to customers.*

3. Compare and contrast the design of a Conoco station in 1930 to a present day Conoco station.

   *1930s – English cottage style buildings; 1990s – Convenience stores.*

4. Operate the hands-on gravity fed pump in the small service station. Compare and contrast this pump for the 1920s to the gasoline pumps of today.

   *Answers will vary. The 1920s pump has to be hand pumped. You can see the gas. The measurement system is not very accurate. You can only dispense 8 gallons at a time.*

**JETting Into International Marketing**

5. Conoco marketed its Libyan oil through newly acquired JET stations. How many JET outlets did Conoco operate? Name European countries where JET stations can be found.

   *Sweden, Norway, Germany, England, Austria, Turkey, Denmark, United States, and Thailand*

**Partnership at Yellowstone**

6. Evaluate why Yellowstone National Park would only allow Conoco to be sold inside the park.

   *In 1917, the Yellowstone Park Transportation Company began replacing its traditional horse-drawn carriages with motor touring cars for tourists. Conoco offered to supply all gasoline and lubricants, which became an exclusive business from the time automobiles were first permitted in the park.*

If time permits, observe and discuss other items of interest.
Conoco Museum Field Experience

Marketing Conoco

Traveling With Conoco
1. Analyze the information in the Touraide Travel Bureau desk area. Explain how Conoco’s free Touraide Trip Planning Service would assist travelers.

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2. Describe what types of services were offered at Conoco stations in the 1940s and 1950s. Explain how that is different than services of today.
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Partnership at Yellowstone
6. Evaluate why Yellowstone National Park would only allow Conoco to be sold inside the park.

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Conoco Museum Field Experience

Marketing Conoco (answers)

1. This was a travel service offered by Conoco. Touraide provided maps, marked planned travel routes, and even designated Conoco service stations along the way. Other answers will vary.
2. Stations were full-service. Attendants in uniform pumped gas, added oil and water, cleaned windshields, and checked tires. Openings were fun; free Conoco merchandise was given to customers.
3. 1930s – English cottage style buildings; 1990s – Convenience stores.
4. Answers will vary. The 1920s pump has to be hand pumped. You can see the gas. The measurement system is not very accurate. You can only dispense 8 gallons at a time.
5. Sweden, Norway, Germany, England, Austria, Turkey, Denmark, United States, and Thailand
6. In 1917, the Yellowstone Park Transportation Company began replacing its traditional horse-drawn carriages with motor touring cars for tourists. Conoco offered to supply all gasoline and lubricants, which became an exclusive business from the time automobiles were first permitted in the park.
AFTER THE VISIT
WHAT DID WE LEARN?
What would our world be like without oil?

Objective:
Recognize and communicate the importance of oil in today’s world.

Power Standards:
LA 7: Students will communicate through a variety of written forms and for various purposes.

Activity:
What Would Our World Be Like Without Oil?
Conoco was one of the largest producers and distributors of oil. Many of the products we use every day are made from oil.

Teacher: Prior to this activity, ask

• Each student to bring in one item they believe is made from oil. Class discussion option: Students explain how they came to that conclusion.

• In class, teacher shares provided list of products made from oil.

• Students choose three of the items from the list that they think are vital to their lives. In a five paragraph essay, students will communicate how oil is important to their lives. Essays should begin with an introduction paragraph and end with a conclusion paragraph.

• Share essays when students are finished.

Products Made From Oil

<table>
<thead>
<tr>
<th>Crayons</th>
<th>Model cars</th>
<th>Tires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deodorant</td>
<td>Paint</td>
<td>Telephones</td>
</tr>
<tr>
<td>Motorcycle helmets</td>
<td>Shoes</td>
<td>Pillows</td>
</tr>
<tr>
<td>Toothbrushes</td>
<td>Toothpaste</td>
<td>Drinking cups</td>
</tr>
<tr>
<td>Combs</td>
<td>Tennis rackets</td>
<td>Lipstick</td>
</tr>
<tr>
<td>Guitar strings</td>
<td>Eyeglasses</td>
<td>Candles</td>
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<tr>
<td>Toilet seats</td>
<td>Credit cards</td>
<td>Ballpoint pens</td>
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<tr>
<td>Boats</td>
<td>Shampoo</td>
<td>Umbrellas</td>
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<tr>
<td>Glue</td>
<td>Fishing rods</td>
<td>Balloons</td>
</tr>
<tr>
<td>Footballs</td>
<td>Cameras</td>
<td>Bandages</td>
</tr>
<tr>
<td>Sunglasses</td>
<td>Ice chests</td>
<td>Artificial turf</td>
</tr>
</tbody>
</table>
Conoco Museum Jeopardy

INSTRUCTIONS

*May be modified based on teacher preference*

- Teacher may put copy of Jeopardy game board on a chalkboard, whiteboard, overhead, pocket chart, or computer. The top row of spaces will be filled with the category headings. See provided game board sample.

- Chronology of Conoco
- A Proud Heritage
- Ponca City Proud
- Getting to the Future First
- Setting the Pace
- Marketing Conoco

- The class will be divided into two teams. A student from Team 1 will be asked to pick a category and a point value. For example, someone might choose “Marketing Conoco for 200.” The teacher will then ask the question (phrased in the form of an answer) from that particular category. The student will attempt to answer the question.

- If a correct answer is given, the team earns the points and that amount is crossed off the board and cannot be chosen again. If an incorrect answer is given, no points are given OR that point value can be deducted. The point value is left on the board and may be chosen again.

- A student from Team 2 will then choose a category and point value. Teams will take turns answering questions (phrased in the form of a question) until all categories and point values are crossed off. The team with the most points at the end of the game is declared the winner.
### GAME BOARD

<table>
<thead>
<tr>
<th>Chronology of Conoco</th>
<th>A Proud Heritage</th>
<th>Ponca City Proud</th>
<th>Getting to the Future First</th>
<th>Setting the Pace</th>
<th>Marketing Conoco</th>
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</thead>
<tbody>
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</table>

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Category: Chronology of Conoco

QUESTION AND ANSWER

1. 100 pts. The year Conoco and Phillips Petroleum Co. merged to become ConocoPhillips.
   Answer: What was 2002?

2. 200 pts. Name Marland gave his first big “gusher.”
   Answer: What is the Willie Cry Well. (Named after landowner Willie Cries-For-War)

3. 300 pts. Name of Conoco’s first underwater oil storage tank.
   Answer: What is Khazzan (Қазан’)?

4. 400 pts. The foreign country with which Conoco made its first major oil discovery.
   Answer: What is Libya?
Category: A Proud Heritage

QUESTION AND ANSWER

1. 100 pts. Ponca Indian chief who gave Marland permission to drill on sacred ground.
   Answer: Who was White Eagle?

2. 200 pts. Texas city where Conoco was headquartered.
   Answer: What is Houston?

3. 300 pts. Man who held office of Conoco president the longest.
   Answer: Who was Dan Moran?

4. 400 pts. Full name of the company where Conoco’s name originates.
   Answer: What is Continental Oil Company?
Category: Ponca City Proud

QUESTION AND ANSWER

1. 100 pts. Type of fuel used by school buses.
   Answer: What is diesel?

2. 200 pts. People who gave support to Conoco during World War II.
   Answer: Who were women?

3. 300 pts. Other than Ponca City, a North American location where Conoco had a refinery.
   Answer: Where is Billings, Mont.; Denver, Colo.; or Lake Charles, La.?

4. 400 pts. Man responsible for eliminating debt and using sheep to “mow” grass.
   Answer: Who was Dan Moran?
Category: Getting to the Future First
QUESTION AND ANSWER

1. 100 pts. Type of school supply created by Conoco wax.
   Answer: *What are crayons?*

2. 200 pts. Place where seismic detector can be used.
   Answer: *Where is land or water?*

3. 300 pts. Product formed by heating residue from crude oil to 900 degrees Fahrenheit.
   Answer: *What is coke?*

4. 400 pts. Method used by Conoco scientists to survey land.
   Answer: *What is the Vibroseis (Vī' brō sīz) System?*
Category: Setting the Pace

QUESTION AND ANSWER

1. 100 pts. Name given to person who was responsible for oil exploration in the field.
   Answer: *What is a doodlebugger?*

2. 200 pts. Dangerous item used by doodlebugs to explore for oil.
   Answer: *What is dynamite?*

3. 300 pts. Type of transportation used to deliver kerosene in the 1870s.
   Answer: *What is a tank wagon or rail car?*

4. 400 pts. Reason Conoco could store oil in a tank without a bottom.
   Answer: *What is because oil floats on water?*