

# Unit 10: Cotton, Cattle, & Railroads

## 7<sup>th</sup> Grade Lesson Plan: How do we know what we know? (45 – 60 minutes)

<b>Objective</b>	<p>In this one-day, primary source lesson, students will analyze a set of ten excerpts related to major topics and events of the Cotton, Cattle, and Railroads era.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> examine the major events and topics of the era of Cotton, Cattle, and Railroads by analyzing a set of primary source materials.</li> <li>2. <b><u>I will</u></b> choose from the sources available and record information about the author, topic, and main idea for each of my chosen sources.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Professional bison hunters killed large numbers of American buffalo on the Plains.</li> <li>• Thousands of cattle were moved to northern markets via cattle drives through the Texas Plains.</li> <li>• The railroad played an important role in developing industries in Texas, as well as transporting the military more quickly to the frontier to defend against Indian attacks.</li> <li>• Windmills were a new innovation that allowed for the mechanization of a lot of agricultural work like pumping water, sawing wood, and grinding grains.</li> <li>• Barbed wire was a new innovation that allowed ranchers to enclose their property and resources, and the Texas legislature passed laws to criminalize the cutting of barbed wire fences.</li> <li>• Cotton farmers were often trapped in a cycle of debt because of the low cotton prices that prevented them from being able to afford living necessities.</li> <li>• Farmers and workers worked to organize with groups like the Farmer’s Alliance and Populist Party to advocate for political changes to benefit farmers and other laborers.</li> <li>• Jim Crow laws were passed to restrict the rights and liberties of Black Southerners.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyzing primary source excerpts.</li> <li>• Identifying points of view and bias in a primary source excerpt.</li> </ul>

	<ul style="list-style-type: none"> <li>Identifying the main idea of a primary source and creating a brief summary of each excerpt.</li> <li>Understanding challenging vocabulary in context.</li> </ul>
<b>Essential Question</b>	What are the key topics and major themes of Cotton, Cattle, and Railroads, and how were these topics recorded and discussed in the primary source materials of the era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students read a primary source excerpt of an account of a seventeen-year-old who migrated to the Plains to hunt bison in 1874. Students answer two multiple choice questions to identify the primary topic and an accurate summary of the excerpt.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read a brief introductory passage outlining the major themes and topics of the era including the increase in Texas's population, the expansion of railroads, the rise of cattle drives and large ranches in the Plains, the challenges facing farmers and their attempts to organize to address these challenges, and the rise of Jim Crow laws.</li> <li>Students identify the primary topics from the reading.</li> <li>Students then choose a given number of excerpts from a set of ten primary sources about each of the topics above and identify the primary topic, author, key information, and write a summary for each of their chosen excerpts.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students respond to a writing prompt asking them to identify one major topic in Cotton, Cattle, and Railroads and explain how that topic was discussed in one of the primary source materials they examined.</li> </ul>
<b>Materials</b>	<ol style="list-style-type: none"> <li>Slideshow (<i>Suggested use: present on the overhead; Upload to an educational platform like google classroom; print extra copies for note-taking assistance</i>)</li> <li>Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> <li>Primary Source Excerpts (<i>Suggested printing: 1 set per partner group, or larger group</i>)</li> </ol>

	<p>4. Assignment (<i>Suggested printing 1 per student</i>)</p> <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>Scaffolding including classwork at three different levels of academic ability</li> <li>Visual representations of directions</li> <li>Vocabulary assistance in primary source materials</li> <li>Sentence Stems</li> <li>Response options for short, constructed response questions.</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li><b>7.01(A)</b> Identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Cotton, Cattle, and Railroads.</li> <li><b>7.06(B)</b> Identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life.</li> <li><b>7.06(C)</b> Identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg.</li> <li><b>7.06(D)</b> Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.</li> <li><b>7.08(C)</b> Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.</li> <li><b>7.09(A)</b> Identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications.</li> <li><b>7.19(A)</b> Compare types and uses of technology, past and present.</li> <li><b>7.19(C)</b> Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural industries.</li> <li><b>7.20(A)</b> Differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>7.20(B):</b> Analyze information by applying absolute and relative chronology through sequencing, categorizing relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and conclusions.</li> <li>• <b>7.20(D)</b> Identify bias and points of view from the historical context surrounding an event that influenced the participants.</li> <li>• <b>7.22(B)</b> Use effective written communication skills, including proper citations and avoiding plagiarism.</li> </ul>
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## Teacher Guide: How do we know what we know?

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students read a short excerpt from an account of a seventeen-year-old named S.M. Wills who traveled to the Texas Plains to take part in hunting in 1875. Wills describes the abundance of wild game, especially bison, which were hunted in large numbers.</li> <li>Students answer two multiple choice questions to identify the primary topic and the most accurate summary of the excerpt.</li> <li>Slides 2 and 3 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> <li>Slides 4 and 5 provide the essential question and the “We will / I will” statements for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Part I: Texas at the End of the Twentieth Century</u></p> <ul style="list-style-type: none"> <li>Students read a brief introduction to the major themes, topics, and events of the era and use the reading to list as many of the topics from the reading as they can.</li> <li>This activity is meant to refresh student recall of key events of the era, and act as a preview to the types of primary source materials students will be evaluating.</li> <li>Slide 6 displays the heading of this portion of work along with a primary source photograph of cowboys at rest in front of their bunk house on the XIT ranch.</li> </ul> <p><u>Part II: Primary Source Analysis</u></p> <ul style="list-style-type: none"> <li>Students choose a given number of excerpts to analyze out of the ten possible options.</li> <li>Students analyze each of their chosen excerpts, recording information about each excerpt on their worksheet.</li> <li><u>Advanced:</u> Students read an introduction to the unit at an advanced Lexile Level and list as many topics from the reading as they can. Students then choose 8 out of the 10 possible primary source excerpts and record the primary topic or topics, list significant information, and create a brief summary of each excerpt.</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Grade Level:</u> Students read an introduction to the unit at a grade level Lexile Level and list three topics addressed in the reading. Students then choose 6 out of the 10 possible primary source excerpts and identify the primary topic or topics from the list provided, list key information, and write a brief summary of each excerpt.</li> <li>• <u>Foundations:</u> Students read an introduction to the unit at a grade level Lexile Level with key information provided in bold lettering and identify topics addressed in the reading from a list provided. Students then choose 4 out of the 10 possible primary source excerpts and identify the primary topic or topics from the list provided and write a brief summary of each excerpt.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students respond to a writing prompt asking them to describe one of the major topics covered in this unit and to explain how that topic was addressed in one of the primary source excerpts.</li> <li>• Slides 8 and 9 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

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