

# Unit 10: Cotton, Cattle, & Railroads

## 7<sup>th</sup> Grade Lesson Plan: The Problem with Cotton

(45 – 60 minutes)

<b>Objective</b>	<p>In this one-day lesson, students will identify the various economic challenges facing farmers during the period and examine different ways farmers attempted to address these challenges including the formation of groups like the Grange, the Farmer's Alliance, and the Populist Party.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> identify the key challenges facing farmers in Texas in the late 19<sup>th</sup> century and examine how farmers attempted to address their concerns.</li> <li>2. <b><u>I will</u></b> complete my guided notes worksheet, responding to questions about each topic.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• Falling cotton prices at the end of the 19<sup>th</sup> century caused farmers to struggle financially, receiving less pay for their crops and growing more cotton to compensate, which ultimately flooded the market and reduced prices further.</li> <li>• Farmers organized groups like the Grange, the Farmer's Alliance, and the Populist Party to address the economic challenges they faced.</li> <li>• Some of the farmers' goals were to abolish the gold standard and embrace free silver, government regulation of communication and transportation, the subtreasury plan, and farmer cooperatives.</li> <li>• The organizations were short-lived but instrumental in bringing the needs of farmers to the forefront of politics.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Identifying and summarizing the main idea and supporting evidence</li> <li>• Identifying cause-and-effect relationships</li> <li>• Forming an opinion based on historical facts and supporting the opinion with evidence</li> <li>• Comparing and contrasting topics in Texas history</li> </ul>
<b>Essential Question</b>	<p>What were the primary challenges facing farmers in Texas, and how did farmers work to address their concerns?</p>

<p><b>Assignment</b></p>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students will analyze a primary source excerpt of a speech given by T. B. King of the Farmer's Alliance at a Fourth of July Celebration discussing his opinion on the role of farmers in politics. Students will make a claim about the author's point of view based on evidence from the passage.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students will complete a guided note taking activity in which the notes are already completed on their worksheet, and they must respond to questions about topics within the notes.</li> <li>Topics include             <ul style="list-style-type: none"> <li>The problem with cotton, 1870 – 1900</li> <li>The effects of falling cotton prices</li> <li>The Grange</li> <li>The Farmer's Alliance</li> <li>The Farmer's Alliance platform</li> <li>The Populist Party</li> <li>The Populist Party platform</li> <li>The effects of labor organizing</li> </ul> </li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students read a secondary source excerpt from "Gone to Texas" by Randolph Campbell discussing a summary of the Populist Party and its significance to Texas history.</li> <li>Students make a list of three things they can learn about the Populist Party based on the excerpt.</li> </ul>
<p><b>Materials</b></p>	<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>Assignment (<i>Suggested printing 1 per student</i>)             <ol style="list-style-type: none"> <li>Advanced Level work</li> <li>Grade Level work</li> <li>Foundations Level work</li> </ol> </li> </ol>

<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability</li> <li>2. Visual representations of directions</li> <li>3. Chunking text information</li> <li>4. Sentence Stems and response options for short, constructed response questions</li> <li>5. Reduction in writing</li> <li>6. Elimination of answer choices</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.06(C)</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>7.07(B)</b> Define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20<sup>th</sup> and early 21<sup>st</sup> centuries such as farming, cotton, ranching.</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> <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>7.20(E)</b> Formulate and communicate visually, orally, or in writing a claim supported by evidence and reasoning related to a social studies topic.</li> </ul>

## Teacher Guide: The Problem with Cotton

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students will analyze a primary source excerpt of a speech given by T. B. King of the Farmer's Alliance at a Fourth of July Celebration discussing his opinion on the role of farmers in politics. Students will make a claim about the author's point of view based on evidence from the passage.</li> <li>The author makes claims about the importance of farmers in society and how they should be playing a large part in the government, yet they are underrepresented in the government. He advocates for farmers to get involved in politics so they can work in their best interests.</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" questions for the lesson.</li> </ul>
<b>Lesson</b>	<p><u>Slideshow:</u></p> <ul style="list-style-type: none"> <li>The slideshow presents notes on the challenges facing farmers in the late 19<sup>th</sup> century and demonstrates ways in which they attempted to address these issues.</li> <li>Slides 6 – 14 present notes with primary source images.</li> </ul> <p><u>Student Worksheets</u></p> <ul style="list-style-type: none"> <li>This is not a traditional note-taking assignment because the notes are already included in the student work. Students are asked to respond to questions about topics on each slide to demonstrate understanding of the material.</li> <li><u>Advanced:</u> Students answer short, constructed response questions about each topic. Questions include summarizing main ideas and supporting evidence, cause and effect, explaining significance, and comparing and contrasting information.</li> <li><u>Grade Level:</u> Students answer multiple-choice questions, fill in charts, and answer short, constructed response questions with some sentence stems provided. Questions include summarizing main ideas and supporting evidence, cause</li> </ul>

	<p>and effect, explaining significance, and comparing and contrasting information.</p> <ul style="list-style-type: none"> <li>• <u>Foundations</u>: Students answer multiple-choice questions with one answer option eliminated, fill in charts with some information provided, and answer short, constructed response questions with sentence stems and response options provided. Questions include summarizing main ideas and supporting evidence, cause and effect, explaining significance, and comparing and contrasting information.</li> </ul>
<b>Exit Ticket</b>	<ul style="list-style-type: none"> <li>• Students read an excerpt from a secondary source by Randolph Campbell, <i>Gone to Texas</i>.</li> <li>• The excerpt summarizes the significance of the Populist Party, including how it was formed as a result of financial struggles and economic challenges facing farmers and laborers, it became large enough to mount a significant though short-lived opposition to the Republican and Democratic Parties, the latter of which even adopted some of its platform points.</li> <li>• Slides 15 and 16 restate the directions and provide sentence stems to guide student responses when sharing with the class.</li> </ul>

## Primary Sources and Other Resources Used

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