Cattle branding at the Five Wells Ranch.
The Portal to Texas History

Unit 10:
Cotton, Cattle, & Railroads

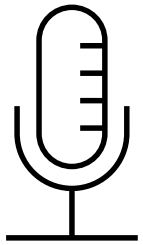
Lesson 3:
Vocabulary

Warm-up:

Follow the directions to complete your warm-up

- Reach each term in the chart on your warm-up.
- Complete the chart based on your prior knowledge of each term.
- Share with a partner.

Share with the class



One vocabulary term we will learn in this unit is _____.

(Read your chosen response for this term)

Essential Question

What are the key terms we need to know to understand the era of Cotton, Cattle, and Railroads, and what is the meaning of these terms in the context of our unit?

In today's lesson...

1. ***We will*** identify, define, and exemplify the key terms of the Cotton, Cattle, and Railroads era.
2. ***I will*** use the information and context of several short passages to identify and record the definition of each term and provide examples of the term in the context of our unit.

Industrialization *(n)*

The end of the 19th century was a period of rapid development and advancements throughout the United States. One significant development was an expansion of **industry**, or the processing of raw materials into manufactured goods.

When a country grows and develops its **industries** on a large scale, that is called **industrialization.** In Texas, for example, the forests of the eastern Piney Woods allowed for the growth of the lumber **industry** in the state**.** The vast grasslands of the Great Plains region and the abundance of cattle gave rise to the establishment of ranches for the beef **industry**. Texas's **industrial** growth allowed the state to develop rapidly during this era.

A coal mine in Lyra, Texas, west of Fort Worth.
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Innovation *(n)*

During the period of industrialization in the U.S., people created new inventions and made improvements on existing materials. People were creating and introducing many new ideas, methods for doing things, and products. This is known as **innovation**.

Innovations in transportation included the expansion of railroads which allowed people and goods to travel more quickly over long distances.

Innovations like windmills allowed farmers and ranchers in more arid regions like the Great Plains to pump water to their crops and livestock. Another **innovation** was barbed wire, which allowed ranchers to cheaply fence in their property to protect their land, livestock, and water resources.

A railroad depot with a water tower and windmill in the background.
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https://education.texashistory.unt.edu

Urbanization *(n)*

Today, Texas has many large cities. Approximately 85% of Texans now live in **urban** areas, or cities. In fact, Houston is the fourth largest city in the whole United States!

This was not always the case. For most of Texas's history, the majority of Texans lived in rural areas in the countryside. At the end of the 19th century, the population of Texas increased rapidly, and some people began moving from the countryside into the cities in a process called **urbanization**.

Although Texas was becoming **urbanized,** during this era 83% of Texans still lived in rural eras.

Tarrant County courthouse and public square, 1879.
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A ranch *(n)*

After the Civil War and Reconstruction, demand for beef was high in Northern states, where cattle were not as abundant. A cow bought in Texas for $4.00 could sell in New York for nearly $40.00!

As a result, the Texas cattle industry developed rapidly during this era. At first, cowboys drove herds of cattle to Northern states. Later, large **ranches** were established to raise cattle to then be transported by trains to Northern markets.

A **ranch** is a type of large farm where cattle and livestock are raised. Mega **ranches** like the XIT ranch and the King ranch came to dominate the cattle industry in Texas during this era.

Cowboys at the J.M. Keuhn Ranch treating cattle for ticks, which carried the "Texas Fever."
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Tenant Farming *(n, v)*

Despite the growth of cities with urbanization and the rise in ranching, most Texans still lived in the countryside and worked as farmers. Poorer farmers who could not afford to buy their own land often became **tenant farmers**, or farmers who rented the land from a landowner and paid rent in cash or a portion of their crops.

Tenant farming is similar to sharecropping, however sharecroppers work other people's land for a share of the crop profit and have very little control over their work.

Both **tenant farming** and sharecropping often led farmers into cycles of debt and poverty that left many farmers incredibly dissatisfied and eager to address the challenges they faced.

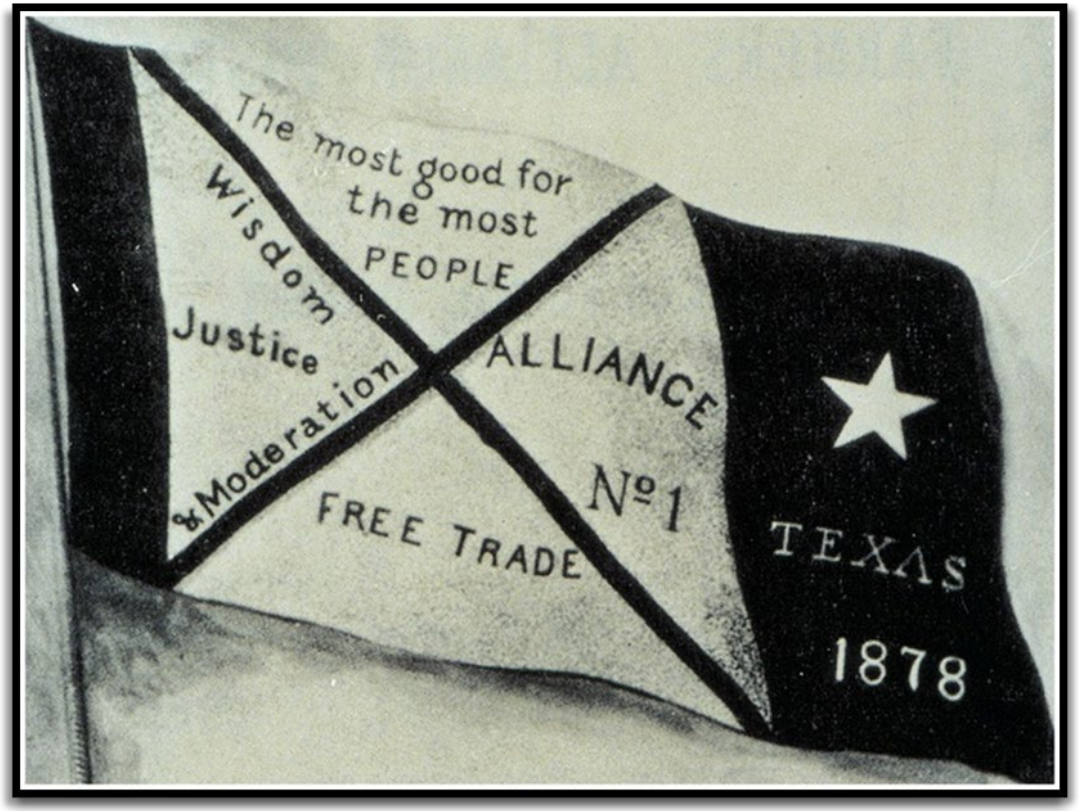
Young children of an immigrant family picking cotton near Houston.
Library of Congress

To reform *(v)*

The end of the 19th century was a difficult time for many farmers and other laborers. Falling cotton prices meant that cotton farmers received very little profit from the sale of their cotton. Often, this led cotton farmers into cycles of debt as tenant farmers or sharecroppers.

Farmers and other laborers who were frustrated with the economic challenges they faced began to form organizations to **reform**, or make changes to improve, their situation.

Organizations like the Farmer's Alliance and a new political organization called the Populist Party wanted **reforms** in railroad pricing, banking, and taxes to improve the lives of farmers and laborers in the U.S.



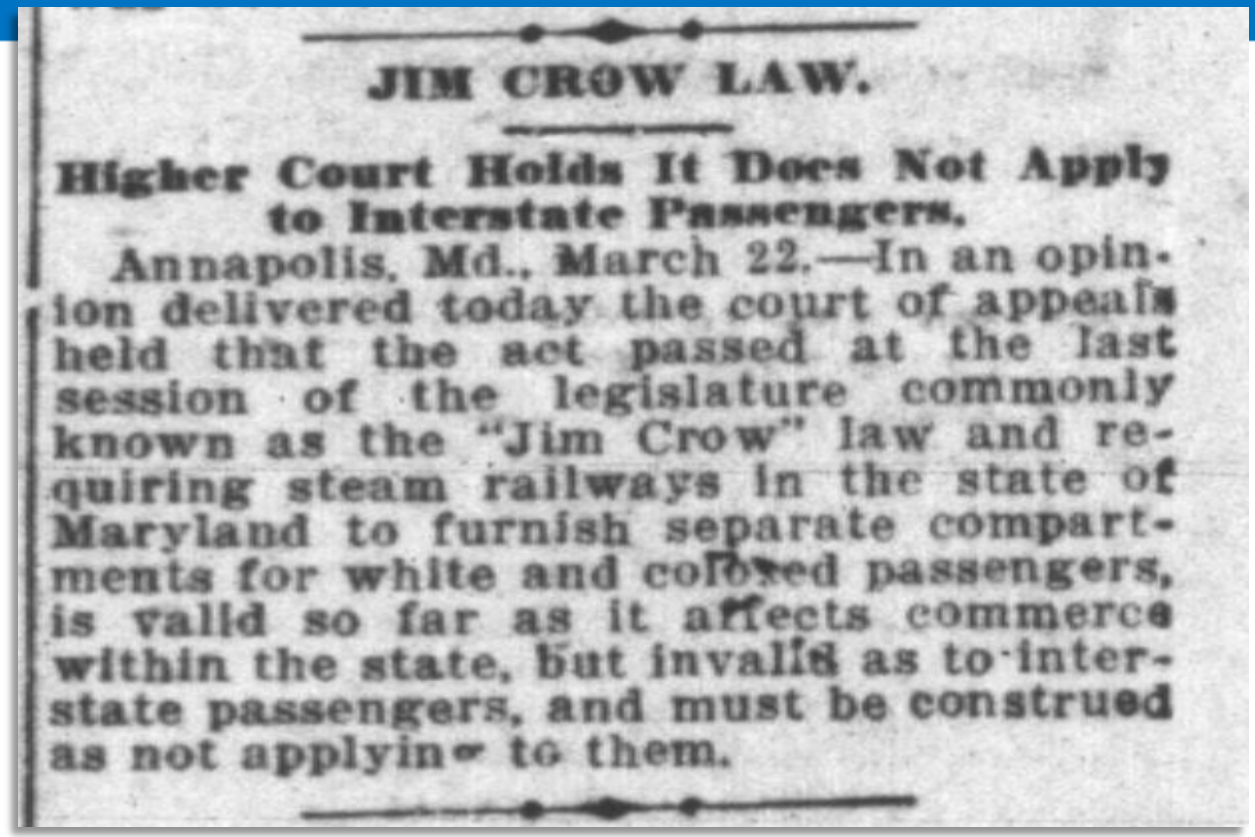
The Populist Movement Banner

Segregation *(n)*

During this era, Southern state legislatures began to pass laws to restrict the rights and activities of Black Southerners. These laws were known as "Jim Crow Laws."

Many of these laws called for the **segregation** of Black citizens. **Segregation** was a separation of white and Black people in public spaces. One law required **segregated** railroad cars, which meant Black citizens were prohibited from riding in cars with white passengers.

During this era, **segregation** due to "Jim Crow Laws" spread through the South.



JIM CROW LAW.

Higher Court Holds It Does Not Apply to Interstate Passengers.

Annapolis, Md., March 22.—In an opinion delivered today the court of appeals held that the act passed at the last session of the legislature commonly known as the "Jim Crow" law and requiring steam railways in the state of Maryland to furnish separate compartments for white and colored passengers, is valid so far as it affects commerce within the state, but invalid as to interstate passengers, and must be construed as not applying to them.

The Fort Worth Record and Register, March 23, 1905.
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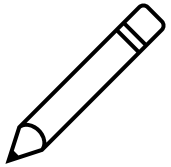
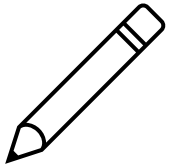
Exit Ticket:

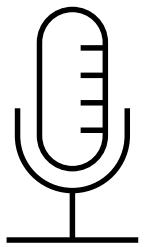
Follow the directions to complete your exit ticket





- Choose THREE terms from the graphic organizer that you think BEST relate to our unit.
- Complete the sentence stem provided.
- Share with a partner.

Share with the class



One term I chose was _____.

I think this term relates to our unit because _____