

# Unit 10: Cotton, Cattle, & Railroads

## 7<sup>th</sup> Grade Lesson Plan:

### Who's Who of Cotton, Cattle, & Railroads

(45 – 60 minutes: Reduced Lesson)  
(135 - 180 minutes: Full Lesson)  
(90 – 120 minutes: Additional Extension Activities)

<b>Objective</b>	<p>In this one or multi-day optional extension lesson, students will read passages about key people of Cotton, Cattle, &amp; Railroads to identify and summarize each person's significance to the era.</p> <p>This lesson includes multiple ways to interact with the materials including biographical fact sheets, a dinner party activity, "I have / Who has" and student worksheets.</p> <ol style="list-style-type: none"> <li>1. <b><u>We will</u></b> learn about some of the significant individuals of the Cotton, Cattle, &amp; Railroads era.</li> <li>2. <b><u>I will</u></b> research the assigned number of individuals and complete a worksheet recording information about each person's background, achievements, and significance.</li> </ol>
<b>Key Concepts</b>	<ul style="list-style-type: none"> <li>• There were many people who played a significant role in Texas history during Cotton, Cattle, &amp; Railroads including Quanah Parker, Charles Goodnight, Mary Ann "Molly" Dyer Goodnight, James "Jim" Hogg, Jesse Chisholm, Christopher Columbus Slaughter, Richard King, Henrietta Chamberlain King, the Buffalo Soldiers, Norris Wright Cuney, Los Kineños, Charles William Macune, William Robert Lamb, and Bose Ikard.</li> <li>• Note: The only people from the list above who are specifically identified in the TEKS are Quanah Parker, the Buffalo Soldiers, and James Hogg. This lesson can be shortened by focusing solely on these people and their contributions to the era.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Reading for context, main ideas, and key information.</li> <li>• Summarizing and paraphrasing significant information from a passage</li> <li>• Identifying and making inferences about different points of view based on historical evidence.</li> </ul>

<b>Essential Question</b>	Who were some of the significant people during Cotton, Cattle, & Railroads, and how were they significant to the era?
<b>Assignment</b>	<p><b>Warm-up</b></p> <ul style="list-style-type: none"> <li>Students are asked to consider, record, and describe objects or items they might find in a time capsule from the year 1880.</li> </ul> <p><b>Lesson</b></p> <ul style="list-style-type: none"> <li>Students read passages about key people of Cotton, Cattle, &amp; Railroads and take notes on important information about each person on their worksheet at the advanced, grade level, or foundations level of work.</li> <li>Additional extension activities to enhance learning are available at one level of academic ability. These assignments include:</li> <li><u>Dinner Party</u>: Students choose four people from the lesson to invite to dinner, making inferences about what they might talk about, what their points of view would be on topics significant to the era, and who might agree or disagree.</li> <li><u>I have / Who has?</u>: A class activity presenting clues about each person from the lesson.</li> <li><u>Biographical Fact Sheet</u>: A one-page worksheet for students to record significant information about only one person from the readings.</li> </ul> <p><b>Exit Ticket</b></p> <ul style="list-style-type: none"> <li>Students choose one person from the lesson and make inferences based on the readings about how that person likely felt about various topics from the Cotton, Cattle, and Railroads era</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>a. 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>b. Warm-up / Exit Ticket (<i>Suggested printing: 1 per student. Assignment prints two copies per page.</i>)</li> </ul>

	<ol style="list-style-type: none"> <li>3. Assignment (<i>Suggested printing 1 per student</i>)               <ol style="list-style-type: none"> <li>a. Advanced Level work</li> <li>b. Grade Level work</li> <li>c. Foundations Level work</li> </ol> </li> <li>5. Readings (<i>Suggested use: Teachers can assign individual students or groups one or more readings to complete; Teacher can select 4 – 6 readings to complete as a class or for students to do individually.</i>)               <ol style="list-style-type: none"> <li>a. Advanced Readings</li> <li>b. Grade Level Readings</li> <li>c. Foundations Readings</li> </ol> </li> <li>6. Dinner Party Activity: Students choose four people from the lesson to invite to dinner. Students explain their choices, who they believe would have held similar or different opinions on various topics, and answer questions from each of the guests' points of view. It is appropriate for all levels and can be shortened if necessary.</li> <li>7. I have / Who has? A class activity in which students use clues to determine who each person from the lesson is. It is appropriate for all levels.</li> <li>8. Biographical Fact Sheet: This is a one-page worksheet that students can use to examine one specific person from the Who's Who readings. It is appropriate for all levels.</li> </ol>
<b>Differentiation</b>	<ol style="list-style-type: none"> <li>1. Scaffolding including classwork at three different levels of academic ability (for student worksheets only)</li> <li>2. Visual representations of directions</li> <li>3. Reduction in answer choices and amount of work</li> </ol>
<b>TEKS</b>	<ul style="list-style-type: none"> <li>• <b>7.06(A)</b> Identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.</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> </ul>

	<ul style="list-style-type: none"> <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> </ul>
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## Teacher Guide: Who's Who of Cotton, Cattle, & Railroads

<b>Warm-up</b>	<ul style="list-style-type: none"> <li>Students consider what types of items they would expect to find in a time capsule from 1880, providing descriptions and explanations for their choices.</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>Readings</p> <ul style="list-style-type: none"> <li>There are readings passages at 3 levels of academic ability for 11 people from Reconstruction.</li> <li>Suggestions for use:             <ul style="list-style-type: none"> <li>Teacher can choose 2 – 4 readings to complete together as a class for one lesson</li> <li>Teachers can assign each student one person to read and record their information on the student worksheet. Then students can teach the class about their person or share their information with other students in a timed partner activity.</li> <li>This can be an ongoing lesson. Teachers can choose one person to accompany a related lesson and continue doing this throughout the course of the unit.</li> <li>Slides 6 – 19 provide images that accompany each reading</li> <li><b>NOTE:</b> The only people from the list above who are specifically identified in the TEKS are Quanah Parker, the Buffalo Soldiers, and James Hogg. This lesson can be shortened by focusing solely on these people and their contributions to the era.</li> </ul> </li> </ul> <p>Worksheets</p> <ul style="list-style-type: none"> <li><u>Advanced</u>: Students use the readings to record important information about each person including where they were from, interesting or significant background information, their role in Cotton, Cattle, and Railroads, and 3 significant facts or achievements.</li> </ul>

- Grade Level: Students use the readings to record important information about each person including where they were from, their role in the Cotton, Cattle, and Railroads, and one to three significant facts or achievements
- Foundations: Students use the readings to record important information about each person including their role in Cotton, Cattle, and Railroads and one or two significant facts or achievements.

#### Additional Extension Activities

- I have / Who has:
  - Teacher prints, cuts out, and hands out all the clue cards except the first one.
  - The teacher begins the activity by following the instructions on the first clue card, reading clues about one person from the Who's Who lesson. Students must determine who the clue is referring to.
  - One student's card will have the name of the important person on it under "I have." That student will say "I have (the significant person's name)" and then read their "Who has" Clue. The class will continue until everyone has read their clues.
  - There are only 19 clue cards plus one teacher clue card. To include all students in large classes, you can print multiples of some of the cards or partner students up and have those students work together.
- Dinner Party
  - Invite your guests: Students choose 4 people we learned about to invite to a dinner party. They complete their seating chart with information about each person and what they would serve at the meal.
  - Your Guests: Students explain why they chose each guest.
  - Opinions: Students write which guests they think would have similar or opposing opinions on a topic or topics of their choosing.
  - Asking Questions: Students will answer a series of questions from the point of view of each of their guests. Then they will create their own question for their guests to answer.

- Eavesdropping: Students will “overhear” a part of their guest’s conversation and create a graphic using word bubbles to show what is said.
- Teachers can assign one or more of the above activities for the dinner party assignment in order to decrease the amount of work and shorten the amount of time needed.

- Biographical Fact Sheet:

- This is a one-page worksheet in which students can record information about ONE significant person from the Who’s Who readings. The student worksheets provided in the lesson allow students to research and record information about multiple people, while this worksheet allows students to focus on only one person. It is appropriate for all levels as students can write as much or as little as they are capable of.

NOTE: This lesson can be completed all at once over the course of several days, or it can be completed in smaller chunks covering people as they relate to lessons throughout the unit.

Suggestions for when to incorporate various people from this lesson into the overall unit:

People Related to Indians & Military Action on the Frontier

- Quanah Parker
- Buffalo Soldiers

People Related to Ranching

- Charles and Mary Ann Goodnight
- Richard and Henrietta King
- Jesse Chisholm
- Christopher Columbus Slaughter
- Los Kineños
- Bose Ikard

People Related to Farming and Political Reform

- James Hogg
- Norris Wright Cuney
- William Robert Lamb
- Charles William Macune

### Exit Ticket

- Students choose one person they researched from the day's lesson and answer three questions about Westward Expansion, the role of the government, and railroad operations.
- Slides 20 and 21 restate the directions and present sentence stems to guide student responses when sharing with the class.



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