

Instructional Recipe

How did the Growth of Railroads Impact Population Growth?

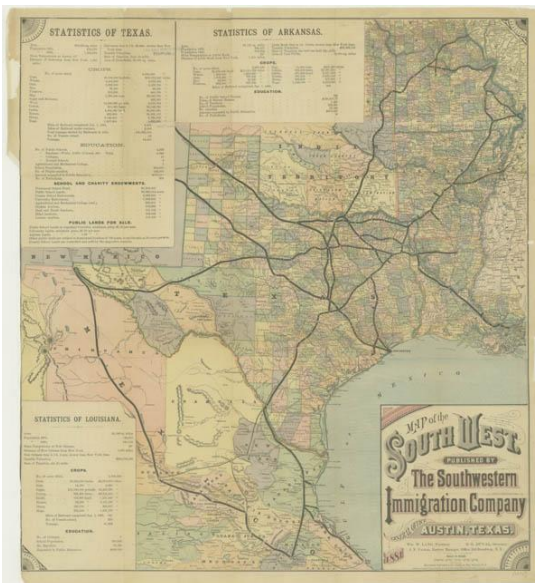
Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will identify the effects of the growth of railroads on immigration. Students will analyze the political, economic, and social impact of immigration on Texas.

Introduction:



“Map of the Southwest”:

<http://www.tsl.state.tx.us/exhibits/railroad/fight/map1592-display.html>

(Click on the link to view an enlarged version of the map.)

Ask:

- ★ How do you think the railroad routes affect the communities and people of Texas in the 1870s and 1880s?
- ★ Using the statistics provided on the map, what happened to the population between 1870 and 1880?
- ★ Do you think these changes affected Texas politics, the economy, or society? Why or why not?

Vocabulary:

- ★ **commerce** – trade; business
- ★ **immigration** – movement of people into an area to settle
- ★ **land grant** – land that is set aside for a specific reason, in this case for internal improvements such as transportation, developing new industries, or agricultural production. The goals of internal improvement were to promote population growth, increase land values, and expand markets for Texas goods.

TEKS:

- (7.3 C)** identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg.
- (7.11 B)** analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas;
- (7.21 A)** differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- (7.21B)** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- (7.21C)** organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- (7.21D)** identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- (7.21E)** support a point of view on a social studies issue or event.

Technology Application TEKS:

- (6A)** Determine and employ methods to evaluate the electronic information for accuracy and validity
- (6B)** Resolve information conflicts and validate information through accessing, researching, and comparing data
- (6C)** Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.
- (7A)** Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
- (7E)** Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats.
- (10A)** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports.
- (10D)** Demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate

Step 2 – Investigate

Texas State Library and Archives Resources:

- ★ Map of the Southwest / 1881. Texas State Archives Map Number 1592. Texas State Archives Map Collection, Texas State Library and Archives Commission.
<http://www.tsl.state.tx.us/exhibits/railroad/fight/map1592-display.html>
- ★ “The Farmers vs. the Railroads”:
<http://www.tsl.state.tx.us/exhibits/railroad/fight/page2.html>
- ★ “Texas Railroads after the Civil War”:
<http://www.tsl.state.tx.us/exhibits/railroad/beginnings/page3.html>

Additional Websites:

- ★ “Land Grants for Internal Improvements.”
<http://tshaonline.org/handbook/online/articles/mnl04>
- ★ “Missouri-Kansas-Texas Railroad”:
<http://www.tshaonline.org/handbook/online/articles/eqm08>
- ★ “Railroads”: <http://tshaonline.org/handbook/online/articles/eqr01>

Use the above resources to record information on the concept map on the next page. Think about the following when using the primary sources above:

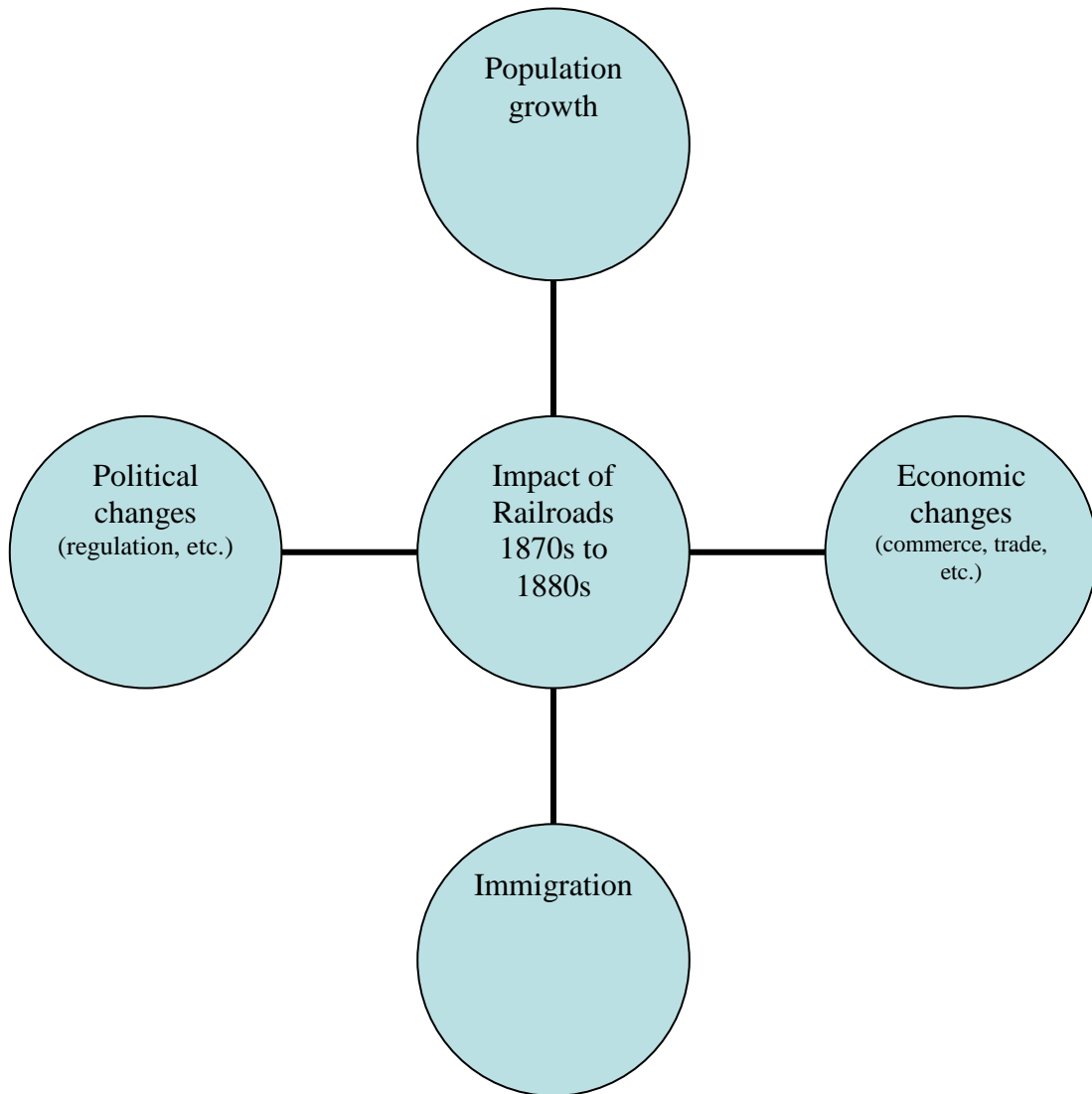
- ★ What message is the source trying to communicate?
- ★ Who is the intended audience for this source?
- ★ What parts of the source informs you about the topic of the lesson?
- ★ Which sources support or refute your original thoughts about the topic?

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or create a spreadsheet using Microsoft Excel to map out their ideas.

Allow students to share their information with another group or as a whole class.



Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend you are the mayor of a Texas town in the 1880s where the railroad has been built. **Design and present a brochure** to the people of Texas to inform them of the political, social, and economic changes that have impacted the town's economy, population (including immigration to the area), and industries.
- ★ A railroad has been built near your town. You were asked to be a member on a committee that will work to promote growth in your area. **Design and present a brochure advertising the benefits of your town (and the surrounding region) in order to recruit new immigrants to your part of Texas.** Be sure to include maps and images that would encourage people to move to your area. Be sure to highlight the political, social, and economic changes that have encouraged growth in the region's economy, population, and industries.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Teacher Name: _____

Student(s) Name(s): _____

Design A Brochure Rubric : Railroads Change the Town

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Teacher Name: _____

Student(s) Name(s): _____

**Oral Presentation Rubric (to Present Brochure):
Railroads Change the Town**

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.