

Instructional Recipe

How Could a “Doubleheader” Create Unsafe Working Conditions on the Railroad?

Grade 7, Texas History

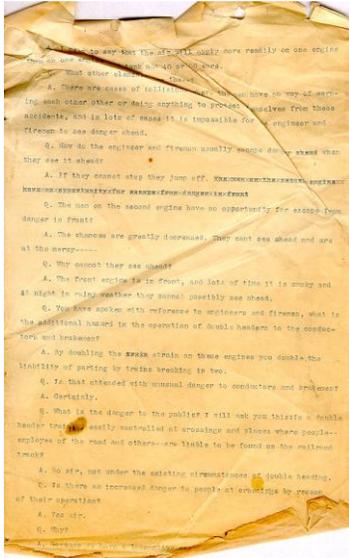


Step 1 – Ask

Objectives:

Students will trace the impact of the growth of railroad transportation on railway labor.

Introduction:



Page from Doubleheader hearing, ca. 1900. Railroad Commission, "Doubleheader" hearing. Archives and Information Services Division, Texas State Library and Archives Commission.

<http://www.tsl.state.tx.us/exhibits/railroad/early/doubleheader.html>

Ask:

- ★ Click on the link to the document above. Read the excerpt from the hearing regarding “doubleheaders.” What happened to the “doubleheader” in this hearing?
- ★ Why would the railway laborers be concerned about their safety when driving a “doubleheaders”?
- ★ What responsibility does the Rail Road Commission have in ensuring the safety of railroad workers?

Vocabulary:

- ★ **doubleheader** – rail lines with two engines
- ★ **labor** – railway workers
- ★ **strike** – to refuse to work

TEKS:

(7.6 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.
(7.12 B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing.
(7.13 B) analyze the impact of economic concepts within the free enterprise system such as supply and demand, profit, government regulation, and world competition on the economy of 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.
(7.21 B) 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.
(7.21 C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
(7.21 D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
(7.21 E) support a point of view on a social studies issue or event.

Step 2 – Investigate

Texas State Library and Archives Resources:

- ★ Page from Doubleheader hearing, ca. 1900. Railroad Commission, "Doubleheader" hearing. Archives and Information Services Division, Texas State Library and Archives Commission.
<http://www.tsl.state.tx.us/exhibits/railroad/early/doubleheader.html>
- ★ "The Fight for the Commission":
<http://www.tsl.state.tx.us/exhibits/railroad/fight/page4.html>
- ★ W.D. Hornaday Collection, Prints and Photographs Collection, Archives and Information Services Division, Texas State Library and Archives Commission. 1975/70-4463.
<http://www.tsl.state.tx.us/exhibits/railroad/fight/explosion.html>
- ★ "John H. Reagan and Early Regulation":
<http://www.tsl.state.tx.us/exhibits/railroad/early/page4.html>

EBSCO Resources:

- ★ "Wabash Case." *Columbia Electronic Encyclopedia, 6th Edition* (2010): 1. *Primary Search*. EBSCO. Web. 27 Nov. 2010.
<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=39039037&site=srck5-live>
- ★ "Granger movement." *Columbia Electronic Encyclopedia, 6th Edition* (2010): 1. *Primary Search*. EBSCO. Web. 27 Nov. 2010.
<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=39009528&site=srck5-live>

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?

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
- (7D)** Demonstrate proficiency in use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics
- (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
- (11A)** Publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

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.

<i>Events/Incidents that Threatened the Safety of Rail Line Workers</i>	<i>Rail Road Industry Response to the Event</i>	<i>Rail Line Worker Response</i>	<i>Rail Road Commission Response</i>

Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend you are a railway worker in Texas in the early 1900s. Imagine that you experienced the explosion in San Antonio that led to the Great southwest Strike. **Design a protest poster** that explains why working conditions were unsafe and what you want the railway industry to do about it. Be sure to include photos and evidence that will help make your point.
- ★ Pretend you are a journalist who was sent to Texas to cover the explosion in San Antonio. **Write a newspaper article** that explains what happened in the explosion, who was impacted, why the explosion happened, and what the railway laborers want to happen next. Be sure to include photos or graphics that help make the story interesting to readers.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas.



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): _____

Protest Poster : Great Southwest Strike

CATEGORY	4	3	2	1
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

Teacher Name: _____

Student(s) Name(s): _____

News Article : Great Southwest Strike

CATEGORY	4	3	2	1
Article - Purpose	90-100% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	85-89% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	75-84% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.	Less than 75% of the article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the topic.
Article - Supporting Details	The details in the article are clear, effective, and vivid 80-100% of the time.	The details in the article are clear and pertinent 90-100% of the time.	The details in the article are clear and pertinent 75-89% of the time.	The details in more than 25% of the article are neither clear nor pertinent.
Article - Interest	The articles contain facts, figures, and/or word choices that make the articles exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that make the articles interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Use of Primary Sources	The article references several primary sources to make a strong argument.	The article references some primary sources to make a strong argument.	The article references few primary sources to make a strong argument.	The article references no primary sources.