

## Instructional Recipe

# How Did Texas Grow One City at a Time?

## Case Study: Dallas

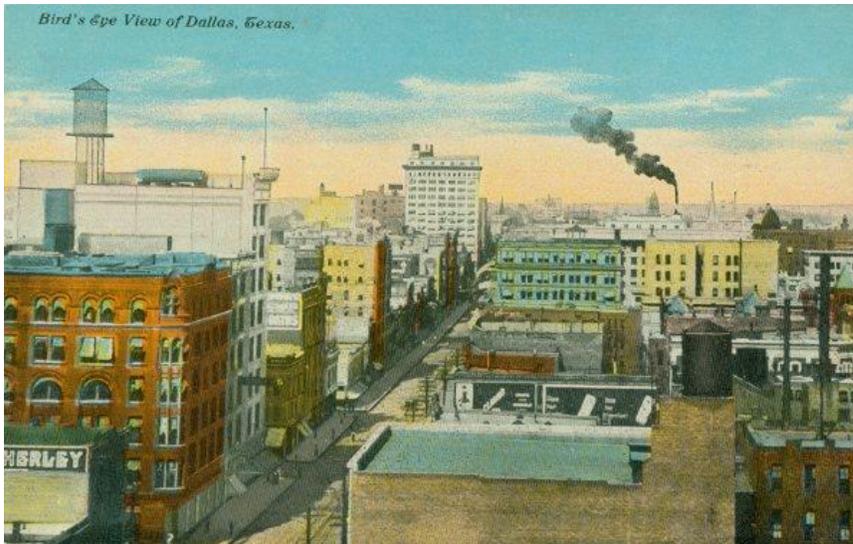
Grade 7, Texas History

### Step 1 – Ask

#### Objectives:

Students will analyze the impact of geographic, political, social and economic factors that contributed to the growth of Dallas, Texas.

#### Introduction:



Postcard, Bird's Eye View of Dallas, Texas, before 1917. Postcards of Texas Collection, prints and Photographs Collection, Texas State Library and Archives. 1961/8-71.

#### Ask:

- ★ What do you notice about industry and economic activities in this view of Dallas, TX before 1917?
- ★ Click on the following link for a Dallas History Timeline: <http://www.dallashistory.org/history/dallas/1900s.htm>
- ★ As you look at each decade from 1900-1950 on the Dallas History Timeline, which industries develop during the early 1900s? How do you think this development would change the look of the postcard above?

#### Vocabulary:

- ★ **urbanization** – growth of cities
- ★ **rural** – in the country (outside of the city)
- ★ **urban** – in the city

#### TEKS:

**(7.8 B)** analyze and interpret geographic distributions and patterns in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.  
**(7.9 A)** locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest.  
**(7.12 A)** explain economic factors that led to the urbanization 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.  
**(7.21B)** 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.

## Step 2 – Investigate

### Texas State Library and Archives Resources:

- ★ Revised Edition of Murphy and Bolanz Official Map of the City of Dallas and Suburbs/1891. Texas State Archives Map Number 2346. Publisher: Issued by J.P. Murphy and Charles Bolanz, Real Estate Brokers and Investment Bankers, Dallas, 1891. Cartographer: Schauseil, Theodore, Dallas, Texas. <http://www.tsl.state.tx.us/cgi-bin/aris/maps/maplookup.php?mapnum=2346>
- ★ Worley's Map of Greater Dallas/1905. Texas State Archives Map Number 1644. Publisher: John F. Worley and Company, Dallas, Texas, 1905. Cartographer: Schauseil, Theo, draftsman. <http://www.tsl.state.tx.us/cgi-bin/aris/maps/maplookup.php?mapnum=1644>

### EBSCO Resources:

- ★ "Dallas, Texas." *Monkeyshines on America* (2003): 8. *Primary Search*. EBSCO. Web. 28 Nov. 2010. <http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=12723751&site=srck5-live>
- ★ Hively, Todd. "Dallas." *Let's Take a Look at Texas* (2010): 1. *Primary Search*. EBSCO. Web. 28 Nov. 2010. <http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=14151555&site=srck5-live>

### Additional Websites:

- ★ Dallas History Timeline. <http://www.dallashistory.org/history/dallas/1900s.htm>
- ★ Dallas Historical Society: [http://www.dallashistory.org/history/dallas/dallas\\_1900.htm](http://www.dallashistory.org/history/dallas/dallas_1900.htm)
- ★ Texas State Historical Association: <http://www.tshaonline.org/handbook/online/articles/hdd01>
- ★ Urbanization: <http://www.tshaonline.org/handbook/online/articles/hyunw>

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

**(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

**(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 use an online graphic organizer, such as <http://bubbl.us>.

**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:

- ★ **Design and create a new postcard** that reflects the reasons why the city grew in the early 1900s. Be sure to include pictures and ideas that reflect the major reasons for the city's growth such as: political, economic, social, or geographic reasons.
- ★ **Design and write a newspaper** that includes articles about the political, social, economic or geographic reasons why the city grew. Be sure to include pictures and ideas that reflect the city's growth.
- ★ **Design a website** that explains the political, social, economic, or geographic reasons why the city grew. Be sure to include graphics, articles, and links to places to get more information.

🔗 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): \_\_\_\_\_

### Postcard : Texas Cities Grow

CATEGORY	4	3	2	1
Thematic Accuracy	The student's portion of the postcard fits the theme of the assignment and all of the team's items are accurately placed on the background. Example: Student has drawn a dwarf palm and has placed it in the understory layer in a rainforest postcard.	The student's portion of the postcard fits the theme of the assignment and most of the team's items are accurately placed on the background.	The student's portion of the postcard fits the theme of the assignment.	The student's portion of the postcard does not fit the theme of the assignment.
Planning/organization	Student can describe the intent and plan of complete postcard and how his/her part will contribute to the whole. Works with team to come up with general plan of what will be done before beginning.	Student has carefully planned his/her part of the postcard and can describe how s/he will get the work done and a vision for his/her part. Gets team input on plan for his/her contribution before beginning.	Student has planned his/her part of the postcard and can describe how s/he will get the work done and a vision for his/her part. Does not solicit much group input when making plan.	Leaps into action without any evidence of planning or focus.
Drawings	Drawings are recognizable, detailed and colored accurately. Overall, the drawings are original and skillful.	Drawings are recognizable and colored accurately. Overall, the drawings are original and done with some skill.	Drawings are recognizable and reasonably accurate. They are copied, printed or traced rather than original.	Drawn objects are difficult to recognize AND/OR not accurate
Content Accuracy	Student is able to explain with 90-100% the geographic, political, social or economic reasons why the city grew.	Student is able to explain with 80-90% the geographic, political, social or economic reasons why the city grew.	Student is able to explain with 70-80% the geographic, political, social or economic reasons why the city grew.	Student is able to explain less than 70% of the geographic, political, social or economic reasons why the city grew.

Teacher Name: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_

### Newspaper : Texas Cities Grow

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Articles - 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.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.

Teacher Name: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_

### Web Site Design : Texas Cities Grow

CATEGORY	4	3	2	1
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Interest	The author has made an exceptional attempt to make the content of this Web site interesting to the people for whom it is intended.	The author has tried to make the content of this Web site interesting to the people for whom it is intended.	The author has put lots of information in the Web site but there is little evidence that the person tried to present the information in an interesting way.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures used to make the web site.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
Links (content)	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.