

## Instructional Recipe

# Why Would The People of Texas Want More Government Control on Railroads?

Grade 7, Texas History

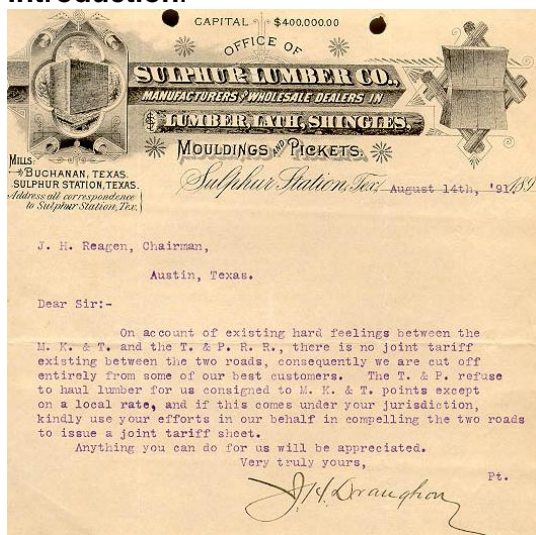


### Step 1 – Ask

#### Objectives:

Students will analyze how the growth of railroads led to a system that required government regulation to ensure free enterprise in Texas.

#### Introduction:



J.H. Draughon to John H. Reagan, August 14, 1891. Railroad Commission, Incoming Correspondence. Archives and Information Services Division, Texas State Library and Archives Commission.

<http://www.tsl.state.tx.us/exhibits/railroad/early/incoming-draughon.html>

#### Ask:

- ★ When the Texas Railroad Commission was created, why would they have received a letter like the one above?
- ★ Who is the intended audience for this letter?
- ★ Who would benefit from the actions related to this letter?

#### Vocabulary:

- ★ **free market** (free enterprise) - economic system in which prices and wages are determined by unrestricted competition between businesses, without government regulation or fear of monopolies.
- ★ **regulation** – law or rule created by an authority to control conduct, in this case the conduct of the railroad industry
- ★ **stock watering** - a practice in which railroad companies issued more stock than the company was worth, diluting the value of all shares, which they then bought back at a lower price.
- ★ **tariff** – tax on goods

#### TEKS:

**(7.6 C)** identify significant individuals, events, and issues from Reconstruction through the beginning of the 20<sup>th</sup> century, including the effects of the growth of railroads and the contributions of James Hogg.  
**(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.  
**(7.21B)** 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:

- ★ J.H. Draughon to John H. Reagan, August 14, 1891. Railroad Commission, Incoming Correspondence. Archives and Information Services Division, Texas State Library and Archives Commission.  
<http://www.tsl.state.tx.us/exhibits/railroad/early/incoming-draughon.html>
- ★ "The Fight for the Commission":  
<http://www.tsl.state.tx.us/exhibits/railroad/fight/page2.html>
- ★ "John H. Reagan & Early Regulation":  
<http://www.tsl.state.tx.us/exhibits/railroad/early/page1.html>
- ★ George Devany to John H. Reagan, July 6, 1891. Railroad Commission, Incoming Correspondence. Archives and Information Services Division, Texas State Library and Archives Commission.  
<http://www.tsl.state.tx.us/exhibits/railroad/early/incoming-devany.html>
- ★ Railroad Commission, Tariffs. Archives and Information Services Division, Texas State Library and Archives Commission.  
<http://www.tsl.state.tx.us/exhibits/railroad/early/tariffs-1.html>

### EBSCO Resources:

- ★ "James Stephen Hogg." *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=39011936&site=srck5-live>
- ★ "RAILROADS, GOVERNMENT REGULATION OF." (n.d.): *Funk & Wagnalls New World Encyclopedia*. EBSCO. Web. 27 Nov. 2010.  
<http://search.ebscohost.com/login.aspx?direct=true&db=funk&AN=RA007200&site=srck5-live>
- ★ "Railroads..." *Monkeyshines on America* (2001): 17. *Primary Search*. EBSCO. Web. 27 Nov. 2010.  
<http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=5340457&site=srck5-live>

### Additional Websites:

- ★ **Texas Railroad Commission:** <http://www.rrc.state.tx.us/about/history/chronological/chronhistory01.php>
- ★ **Texas Railroad Commission for Kids:** <http://kids.rrc.state.tx.us/>

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.**

<b>Inquiry: Examine research to address the inquiries below.</b>	<b>Research: Identify your sources and information gathered to respond to the inquiries.</b>
Why did farmers and the people of Texas want more regulation?	
What kinds of abuses did the Railroad Commission have to address? (ex. tariffs, rebates, stock watering, etc.)	
How did the railway or railroad industry respond to the idea of regulation? Why?	
What was the impact (positive and negative effects) of the Railroad Commissions efforts to regulate the railroad industry?	

#### Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend you are George Clark, attorney for the railroad industry. **Write a letter to John H. Reagan**, Rail Road Commissioner. In your letter, defend the railroad industry against the accusations of abuse. Be sure to include quotes from your research that help to strengthen your arguments.
- ★ Pretend you are a Texas farmer. **Write a newspaper article** to convince the people of Texas that the railroad industry requires regulation to ensure a fair market in Texas railroads. Be sure to include evidence from your research in the article.

🔗 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): \_\_\_\_\_

### Letter-Writing : Texas Rail Road Commission

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.

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

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

### **Newspaper Article : Texas Rail Road Commission**

CATEGORY	4	3	2	1
Articles - 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.
Articles - 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.
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.
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.