

**Grade 07 Social Studies Unit 09 Exemplar Lesson 01: Cotton, Cattle, and Railroads**  
**Sub-Lesson: The Cotton Industry**

**Hill County Components**

**Based on the Heart of Texas Tales Website**

**Activities**

**I. Problem-Solving Pairwork:**

**[TEKS: 7.8A, 7.8B, 7.9C, 7.10A, 7.10B, 7.12B, 7.20C, 7.21B, 7.21C, 7.22C, 7.22D]**

Students work in pairs to go back through the same website page ([Cotton is King](#) under the [Everyday Life](#) tab on the [HoTT](#) website) as they work together to complete three chart worksheets:

- A. Principal Centers of Cotton Industry Activity in Hill County;
- B. Principal Descriptors of Cotton Industry in Hill County; and
- C. Yearly Routine for Cotton Farming in Hill County.

*[Consider having pairs all work on the same worksheet first, and then turn it in before continuing on to the next worksheet. Keys are available in Teacher Resource Materials folder and may be used projected at front of classroom for class discussion and/or checking.]*

**II. Today's Meet Interaction:**

**[TEKS: 7.1A, 7.1B, 7.7E, 7.9C, 7.10A, 7.21A, 7.21B, 7.21C, 7.21D, 7.22B, 7.22C, 7.22D]**

*[Consider allowing the students the option of registering their responses simultaneously before the class using the Today's Meet app on their mobile devices.]*

- A. Name one aspect of the cotton industry that you find particularly interesting.
- B. Give one reason you would not have liked to live on a cotton farm in those days.
- C. Would you have preferred to work on a cotton farm, in a cotton gin, or in a textile mill? Why?
- D. Which part of the yearly cotton routine do you think would have been the most interesting?
- E. Which part sounds like it was the hardest work?

**III. Role-Play (& Creative Interpretation Groupwork):**

**[TEKS: 7.6A, 7.10A, 7.21B, 7.21C, 7.22C, 7.22D]**

*[Consider giving the students the option of creating a sock puppet show with the Popplet Lite free app on their mobile devices. They can record their voices for the different puppet characters and the puppets' mouths will sync to go with the words.]*

In groups of 3-4, students select the option that their group wants to act out in a role-play skit. They 'buddy read' their group's choice of the section dealing with the aspect of the cotton industry that they choose to re-enact and then plan the skit, embellishing with a lot of imagination. Skits should treat either:

- A. [Sidney Files](#), Manager of the Itasca Cotton Manufacturing Company, including:
  - 1. Interviewing an applicant for employment (outlining working conditions, uniform requirements, etc.);

2. In a meeting with employees planning the Itasca Weaver's State Fair exhibit, discussing what they want to exhibit to the public and why they want to participate in the Fair; and
  3. Re-enacting the event of the day that Mr. Files smelled smoke in the plant.
- B. The life of a typical cotton-growing family, going through the steps of their [yearly routine of cotton growing](#) (located at the bottom of the [Everyday Life: Cotton is King](#) webpage) and its effects on their lives, including:
1. Shopping,
  2. Church-going,
  3. School days missed for work, and
  4. Bill paying.

*[Class should be divided into 4-6 groups, with each option being performed by at least two groups. That way, varied perspectives can be observed.]*