

CSCOPE: Grade 07 Social Studies Unit 09 Exemplar Lesson 01: Cotton, Cattle, and Railroads**Hill County Component****Based on Heart of Texas Tales Website****Sub-Lesson: The Role of Railroads in the Expansion of the Texas Frontier****Specifically: Development of Hill County****Activities****I. Mapping:****[TEKS: 7.6A, 7.8A, 7.21B, 7.21C, 7.22C, 7.22D]**

Working as a whole class, students work together to plot on the 'Hill County, 1860 with big city arrows' map (projected at the front of the classroom) the probable locations of the following towns (*using as reference points the pre-existing towns already indicated on the map*): 1) Whitney, 2) Itasca, 3) Abbott, 4) Hubbard, 5) Mertens, 6) Blum, 7) Malone, 8) Osceola, 9) Bynum 10) Penelope, and 11) Birome.

Then, leaving the map key (which the plenary group worked out) projected at the front of the classroom, students plot the same towns on their individual hardcopy map of the same area. *[Option: Have them work quickly, turning in their maps as they complete them. Points can be given for both timing and accuracy.]*

II. Mapping:**[TEKS: 7.6A, 7.8A, 7.21B, 7.21C, 7.22C, 7.22D]**

Pairs work together to plot and label the railroads on their individual maps. Students should consult the Heart of Texas Tales website page on [Everyday Life: Railroads Come to Town](#) to determine which railroads ran through which towns, as well as which towns they ran between. *[Teacher's key has the markings given.]*

Once the pair groups have completed plotting the Railroads on their individual maps, the class should work as a whole to guide the teacher in plotting the railroads on the previously worked-out map of Hill County towns (projected at the front of the classroom). Students should correct their own copies, once the 'KEY' has been developed.

III. Role-Play (& Creative Interpretation Groupwork):**[TEKS: 7.6A, 7.10A, 7.21B, 7.21C, 7.22C, 7.22D]**

In groups of 3-4, students read from the Heart of Texas Tales website the two events/lifestyle accounts from which their group will select the one that they want to act out in a role-play skit, either [Events: The Crash at Crush](#) or [Everyday Life: The Interurban Electric Railway](#). Each group should read both accounts before making their selection. *[Class should be divided into 4-6 groups. Each option should be presented by at least two groups so that varied perspectives can be observed.]*

[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.]

Each group then selects which reading they want to illustrate and prepare a role-play skit depicting:

- A. "A shopping trip on the Interurban Electric Railway," or
- B. "A day in attendance at The Crash at Crush."

All students contribute their ideas on conception of the play, action and script. Imaginative descriptions of different activities of the day should be embellished with both the exciting aspects and inconveniences.

After completing the preparation, including rehearsing, groups share their presentation with the class.

IV. 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.]

After all the skits on "A shopping trip on the Interurban Electric Railway" have been presented, students respond to the following questions. Then, after all the skits on "A day in attendance at The Crash at Crush" have been presented, students respond to the same questions, but in the new context:

- A. Give one reason you would have liked to have been alive during this time and participated in that activity.
- B. Give one reason you would not have liked that aspect of everyday life.
- C. Tell how you think this event or aspect of everyday life contributed to the economy of the times in Hill County.

V. **Architecture in Hill County:**

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

Working in pairs, students should research (*on the **HoTT** website, through the links provided there, and also on their mobile devices*) the different architectural styles represented in Hill County that are alluded to in this lesson. Each pair of students should select one style of architecture to report on, then 1) prepare photos/drawings to illustrate the style they select, 2) give the main features of that style of architecture, and 3) add something interesting about the Hill County building that represents that style, and perhaps the origin of the style.

Select from:

- A. Second Empire style (Hill County Courthouse)
- B. Renaissance Revival style (Hillsboro City Library)
- C. Foursquare plan home with Victorian details in the façade (2nd version of Carver Homestead)
- D. Greek Revival Style (latest version of Carver Homestead)
- E. Victorian-style home (Cell Block Museum)

VI. **Creative Writing/Art for Understanding:**

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

Students select to create one of the following:

- A. Write a letter to relatives describing the "Crash at Crush" event as you experienced it, from a first person perspective. Tell how you travelled to Crush and who went with you. Besides the actual crash, include other attractions, as well, that were slated for that day and that appealed to the crowd and especially to you.
- B. Design a newspaper ad intended to lure sightseers from around the county to travel to Crush to see this railroad spectacle.
- C. The thrill of taking a ride on the modern Interurban Electric Railway to either Dallas or Waco and how the ride actually felt. Describe how you spent your day shopping, what you purchased, your description of your lunch in a fancy restaurant, and the return trip home.