

**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**

**Content Delivery**

- I. **Background:** Instructor can either read the narrative on [Cotton and Agriculture](#) taken from the corresponding the CSCOPE lesson or may choose to have the class do a group oral reading of it.
- II. **Interactive Content Delivery:** In small groups of 3 or 4, students do a 'buddy reading' of [Cotton is King](#) under the [Everyday Life](#) tab on the [HoTT](#) website.

**The Texas Essential Knowledge and Skills (TEKS):**

**7.1 History. The student understands traditional historical points of reference in Texas history. The student is expected to:**

- 7.1A Identify the major eras in Texas history, describe their defining characteristics, and explain why historians divide the past into eras, including ~~Natural Texas and its People Age of Contact Spanish Colonial Mexican National Revolution and Republic Early Statehood Texas in the Civil War and Reconstruction Cotton, Cattle, and Railroads Age of Oil Texas in the Great Depression and World War II Civil Rights and Conservatism Contemporary Texas.~~

**7.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:**

- 7.6A Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and Quanah Parker.
- 7.6B Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life.
- 7.6C 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.
- 7.6D Explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

**7.8 Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:**

- 7.8A Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, ~~20th, and 21st~~ centuries.
- 7.8B Analyze and interpret geographic distributions and patterns in Texas during the 19th, ~~20th, and 21st~~ centuries.

**7.9 Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:**

- 7.9C Analyze the effects of physical and human factors such as ~~climate, weather,~~ landforms, irrigation, transportation, and communication on major events in Texas.

**7.10 Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. The student is expected to:**

- 7.10A Identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications.
- 7.10B Explain ways in which geographic factors such as ~~the Galveston Hurricane of 1900, the Dust Bowl,~~ limited water resources, ~~and alternative energy sources~~ have affected the ~~political, economic, and social~~ development of Texas.

**7.12 Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:**

- 7.12B Trace the development of major industries that contributed to the urbanization of Texas such as transportation, ~~oil and gas, and manufacturing.~~

**7.20 Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:**

- 7.20A Compare types and uses of technology, past and present.
- 7.20C Analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, ~~medical, computer, and aerospace industries.~~

**7.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:**

- 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.
- 7.22 *Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:***
- 7.22C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.
- 7.22D Create written, oral, and visual presentations of social studies information.