

Instructional Recipe

Did King Cotton Always Reign in Texas?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will define the impact of the boom and bust cycle of leading Texas industries throughout the 20th century, including farming and cotton.

Introduction:



[Checking The Weight August 1936: A plantation owner's daughter checking the weight of cotton in Kaufman County, Texas.](#) (Photo by Arthur Rothstein/Library of Congress/Getty Images) -- Image Date: 01/08/1936 -- Image Date: 01/08/1936 © Hulton Archive

Ask:

- ★ Why do you think cotton crops in Texas were called King Cotton?
- ★ What other crops might have reigned in Texas?
- ★ Do you think cotton farming has always been successful in Texas? Why or why not?
- ★ What do you think the future holds for cotton in Texas?

Vocabulary:

- ★ **agri-industry** – large scale farming operation that includes production, processing, and distribution of agricultural products and the manufacture of farm machinery, equipment, and supplies
- ★ **boom and bust cycle** – a long period of great profits followed by a sharp decline
- ★ **cotton gin** - A machine that separates the seeds, seed hulls, and other small objects from the fibers of cotton

TEKS:

- (7.7A)** define the impact of “boom and bust” and trace the boom-and-bust cycle of leading Texas industries throughout the 20th century, including farming, oil and gas, cotton, cattle ranching, real estate, and banking.
- (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.

Technology Application TEKS:

- 3A.** Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods
- 4B** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
- 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
- 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

Step 2 – Investigate

Texas Heritage Online Resources:

- ★ Texas Historical Foundation. "Built When Cotton Was King." *Heritage, Volume 16, Number 01, Winter 1998*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45396/>. Accessed August 7, 2009.
- ★ *Irving Cotton Gin*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph3263/>. Accessed August 7, 2009.
- ★ *Boaz and Battle Cotton Yard*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph28044/>. Accessed August 7, 2009.
- ★ Texas Historical Foundation. "Voices of the Cotton Culture." *Heritage, Volume 11, Number 01, Winter 1993*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45415/>. Accessed August 7, 2009.
- ★ Deaf Smith County Historical Society. "Growth and Difficulties: 1910-1939." *The land and its people, 1876-1981: Deaf Smith County, Texas*. Deaf Smith County, Tex. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph16010/>. Accessed August 7, 2009.
- ★ Deaf Smith County Historical Society. "Industry and Progress: 1940-1981." *The land and its people, 1876-1981: Deaf Smith County, Texas*. Deaf Smith County, Tex. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph16010/>. Accessed August 7, 2009.

EBSCO Resources:

- ★ Agriculture Boom: Census finds number of Valley farms on the rise; some growers not convinced By: Mcever, Melissa. Valley Morning Star (Harlingen, TX), 02/28/2009; (AN 2W62W6862794738)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W6862794738&site=src-live>>
- ★ South Texas agriculture loss at \$200 million after rains By: Babineck, Mark. Houston Chronicle (TX), 08/18/2007; (AN 2W62W63698430388)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W63698430388&site=src-live>>
- ★ Granddaddy's Knuckles. By: Bones, Jim. Whatever the Wind Delivers: Celebrating West Texas & the Near Southwest, 1999, p80-81, 2p; (AN 37300260)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=37300260&site=src-live>>
- ★ Wet weather brought record yields for Texas producers By: Hanna, Bill. Fort Worth Star-Telegram (TX), 12/28/2007; (AN 2W62W61683760695)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W61683760695&site=src-live>>
- ★ STEVE ALLEN NEVER PICKED COTTON IN TEXAS. By: **Utley, Dan** K.. *East Texas Historical Journal*, 2008, Vol. 46 Issue 2, p3-14, 12p; (AN 34007420)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=34007420&site=src-live>>
- ★ Breeding Better Cotton. By: McGinnis, Laura. *Agricultural Research*, Feb2008, Vol. 56 Issue 2, p14-17, 4p; (AN 28748598)
<<http://search.ebscohost.com/login.aspx?direct=true&db=voh&AN=28748598&site=src-live>>

Additional Websites:

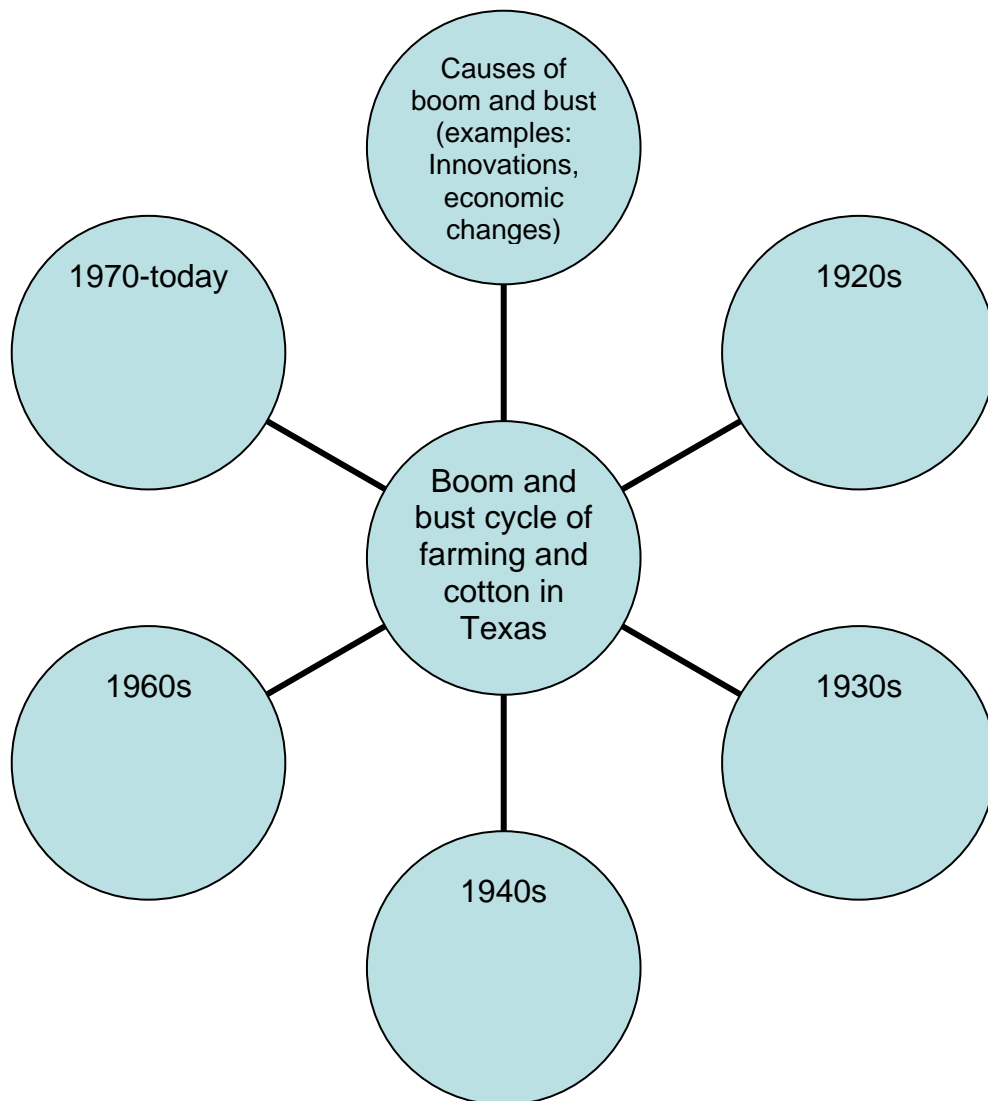
- ★ <http://www.tshaonline.org/handbook/online/articles/AA/ama1.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/CC/drc2.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/CC/abcjz.html>

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 a graphic organizer software such as Inspiration or <http://bubbl.us>, or create the diagram in Microsoft Word.

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:

- ★ **Create a timeline and forecast** that reflects the boom and bust cycle of farming and cotton in Texas. Be sure to include the causes of each boom and bust, the impact of that cycle on farming and cotton, and an illustration to represent each cycle on the timeline. At the end of your timeline, write a paragraph to **describe your forecast** of what will happen to farming and cotton in the next 10 years. Be sure to use evidence from your research to support your forecast.
- ★ **Write a script and perform an interview show** with a host who interviews farmers from the past and today. Be sure to include interviews with farmers from each decade where there was a boom and bust cycle for farming and cotton. Be sure to include the causes and impact of the cycle on farming life. Include a forecast of what will happen to farming and cotton in the next 10 years.

🔗 Technology Link – Use a word processing or desktop publishing program, such as Microsoft Publisher, to write your timeline and interview show script. Use the EBSCO image collection to locate graphics about Texas. Students may videotape the interviews and edit the videos using software, such as iMovie or Windows Movie Maker.

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>.

Timeline: Boom and Bust Cycles in Farming, Cotton

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can accurately describe 50% of the events on the timeline without referring to it and can quickly determine which of two events occurred first.	The student can describe any event on the timeline if allowed to refer to it and can determine which of two events occurred first.	The student cannot use the timeline effectively to describe events or to compare events.
Content/Facts	Facts were accurate for all events reported on the timeline.	Facts were accurate for almost all events reported on the timeline.	Facts were accurate for most (~75%) of the events reported on the timeline.	Facts were often inaccurate for events reported on the timeline.
Graphics	All graphics are effective and balanced with text use.	All graphics are effective, but there appear to be too few or too many.	Some graphics are effective and their use is balanced with text use.	Several graphics are not effective.
Resources	The timeline contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.
Forecast	Timeline includes a forecast for farming & cotton with evidence to support it.	Timeline includes a forecast for farming & cotton with some evidence to support it.	Timeline includes a forecast for farming & cotton with little evidence to support it.	Timeline includes a forecast for farming & cotton with no evidence to support it.

Interview Show: Boom and Bust Cycles in Farming, Cotton

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Historical Accuracy	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
Knowledge Gained	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
Role	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
Required Elements	Student included more information than was required.	Student included all information that was required.	Student included most information that was required.	Student included less information than was required.
Forecast	Includes a forecast for farming & cotton with evidence to support it.	Includes a forecast for farming & cotton with some evidence to support it.	Includes a forecast for farming & cotton with little evidence to support it.	Includes a forecast for farming & cotton with no evidence to support it.