K-12 Databases

Step 1 – Ask

Objectives:
Students will identify the effects of the growth of railroads on cities in Texas.

Introduction:

MEXICAN ADOBE HUTS   EL PASO, TEX.

Myrtle Avenue, El Paso, Texas.

http://www.tsl.state.tx.us/exhibits/suffrage/battle/elpaso.html
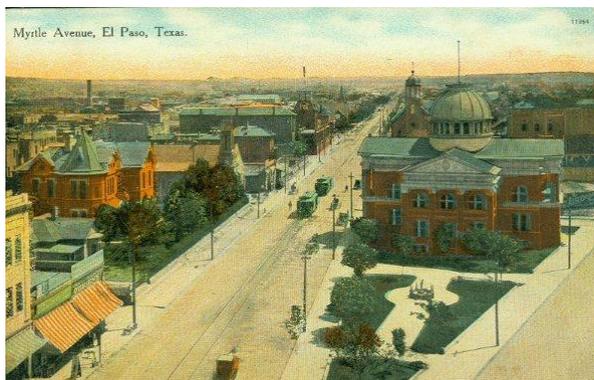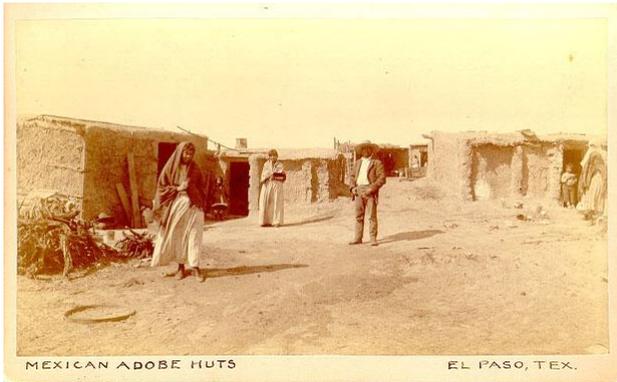
Ask:
- ★ Compare the two sources above. What are some of the major differences between the visuals?
- ★ How do you think the frontier town of El Paso (early 19th century) transformed into the 1880s boomtown in the second source "Myrtle Avenue"?
- ★ What else may have contributed to El Paso's urbanization and growth into the early 20th century? What evidence in the visuals supports your prediction?
- ★ Click on the link below the picture to examine the details of this photograph.

Vocabulary:
- ★ **boomtown** – town that experiences rapid economic growth
- ★ **urbanization** – process of becoming urban (city building)

TEKS:
(7.6 C) 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.
(7.21 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:
- ★ Myrtle Avenue, El Paso. Undated, early 20th century. Postcards of Texas Collection, Prints and Photographs Collection, Texas State Library and Archives Commission. #1961/8-104. http://www.tsl.state.tx.us/exhibits/suffrage/battle/elpaso.html
- ★ Mexican adobe huts, El Paso, Texas, 1887, Prints and Photographs Collection, Texas State Library and Archives Commission. #1/26-2. http://www.tsl.state.tx.us/exhibits/suffrage/battle/elpaso.html
- ★ "The Railroads and Urbanization": http://www.tsl.state.tx.us/exhibits/suffrage/battle/page1.html

EBSCO Resources:
- ★ "EL PASO." (n.d.): *Funk & Wagnalls New World Encyclopedia*. EBSCO. Web. 22 Nov. 2010. http://search.ebscohost.com/login.aspx?direct=true&db=funk&AN=EL035000&site=srck5-live
- ★ **"railroad**." *Compton's by Britannica. Encyclopædia Britannica Online School Edition.* Encyclopædia Britannica, 2010. Web. 22 Nov. 2010. <http://school.eb.com/comptons/article-9276643>.

Additional Websites:
- ★ [Grand Central Station in Houston, Texas], Postcard, 1909; digital image, (http://texashistory.unt.edu/ark:/67531/metapth789 : accessed November 22, 2010), University of North Texas Libraries, The Portal to Texas History, http://texashistory.unt.edu; crediting Fort Bend Museum, Richmond, Texas.
- ★ The City of Houston from Wilderness to Wonder, Book, 1936; digital images, (http://texashistory.unt.edu/ark:/67531/metapth46823 : accessed November 22, 2010), University of North Texas Libraries, The Portal to Texas History, http://texashistory.unt.edu; crediting UNT Libraries, Denton, Texas.

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
(7B) Create and edit spreadsheet using all data types, formulas and functions, and chart information
(7D) Demonstrate proficiency in use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics
(7E) Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
(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.

Texas Cities	Before 1900	After 1900
Changes in City Life (urbanization, modernization, industries)		
Changes in Business Opportunities (interstate, international)		
Changes in Travel (speed, distance, ability)		
Changes in Industry		

Step 4 – Discuss

Students may choose one of the following projects to complete:

★ **Create a timeline** of events that explains the top 10 events in Texas railroad history that changed Texas cities from small villages to urban centers. Be sure to include an image and an explanation of how the event modernized Texas cities.
★ **Design a storyboard for a video** (and/or **record a video**) that explains the top 5 reasons why railroads changed small towns in Texas to modern cities. Be sure to include video, images, or quotes that help your points effectively.

⌐ Technology Link - Students can use Microsoft Word or Publisher or Britannica's Timeline feature to create the timeline. Use the EBSCO image collection to help you find images of Texas. Use video editing software, such as iMovie or Windows Movie Maker to produce the final video.

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):_____

Timeline : Railroads Change Texas Cities

CATEGORY	4	3	2	1
Learning of Content	The student can accurately describe 75% (or more) of the events on the timeline without refering 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 refering 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 nor to compare events.
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.
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.
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.

Teacher Name:_____

Student(s) Name(s):_____

Storyboard- multimedia : Railroads Change Texas Cities

CATEGORY	4	3	2	1
Environmental Impacts	Storyboard included several positive and negative impacts of oil production on the environment.	Storyboard included some positive and negative impacts of oil production on the environment.	Storyboard included several positive and negative impacts of oil production on the environment.	Storyboard included few positive and negative impacts of oil production on the environment.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements was missing from the storyboard.
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.

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