

## Instructional Recipe

# Why did Farmers Rally around Gov. Hogg and the Texas Railroad Commission?

Grade 7, Texas History

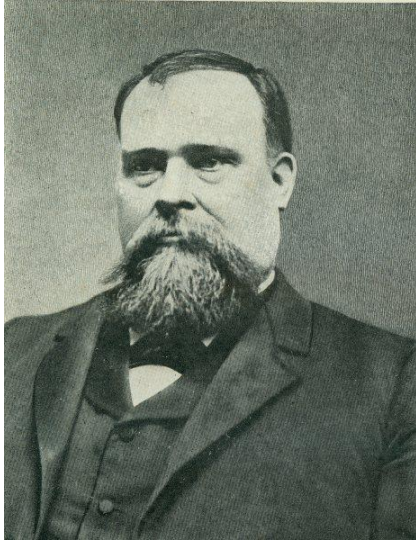


### Step 1 – Ask

#### Objectives:

Students will identify the contributions of James Hogg.

#### Introduction:



James Stephen Hogg

<http://www.tsl.state.tx.us/exhibits/railroad/fight/hogg.html>

#### Ask:

- ★ Why would farmers, who once embraced the building of railroads, be at odds with the railway industry in Texas in the 1890s?
- ★ How are Governor James Stephen Hogg and the railway industry connected?
- ★ Did the Texas Railroad Commission have a positive or negative impact on farmers, railroads, and the people of Texas?

#### Vocabulary:

- ★ **commission** – group that became responsible for an industry, in this case the railway industry.
- ★ **gubernatorial election**- election for Governor
- ★ **regulation** – rule or law applied to the railroads to control their actions
- ★ **stock watering** – A practice in which railroad companies issued more stock than the company was worth, diluting the value of all shares, which they then bought back at a lower price.

#### TEKS:

**(7.6 C)** identify significant individual, 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:

- ★ Speech at Rusk, Opening Canvass for Nomination for Governor in 1890. *Speeches and State Papers of James Stephen Hogg*, pp. 25-50, C.W. Raines, editor. The State Publishing Company, Austin, Texas, 1905.  
<http://www.tsl.state.tx.us/exhibits/railroad/fight/hogg-ruskspeech-11.html>
- ★ Jim Hogg's Campaign Speech, Dallas, October 1, 1892. *Speeches and State Papers of James Stephen Hogg*, pp. 189-196, C.W. Raines, editor. The State Publishing Company, Austin, Texas, 1905.  
<http://www.tsl.state.tx.us/exhibits/railroad/early/hogg-dallasspeech-4.html>
- ★ “The Fight for the Commission”:  
<http://www.tsl.state.tx.us/exhibits/railroad/fight/page1.html>
- ★ “Portraits of Texas Governors –James Hogg”:  
<http://www.tsl.state.tx.us/governors/rising/index.html>
- ★ “The Election of 1892”:  
<http://www.tsl.state.tx.us/exhibits/railroad/early/page2.html>

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
- (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
- (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.**

	Evidence from Primary Sources	Evidence from other sources
Why did Governor Hogg work so hard to establish the Texas Railroad Commission?		
What was the purpose of the Texas Railroad Commission?		
Who opposed the Railroad Commission? Why?		
Who supported the Railroad Commission? Why?		
How did the alliances, created around the issue of the Railroad Commission, impact the 1892 Gubernatorial Election? (third party candidates, etc.)		

#### Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend you are a member of the Farmer's Alliance or a Railroad Owner/Investor. **Design a brochure** that shows whether you support or oppose James Stephen Hogg for Governor in 1892. Be sure to include reasons from your research about your stance.
- ★ **Create a Quotes Collage** about Governor Hogg. Use the Governor's photo and quotes from the Governor's speeches, as well as other primary sources, that indicate the Governor's goals regarding the Texas Railroad Commission.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas.

#### 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): \_\_\_\_\_

### **Making A Brochure : Support or Oppose Governor Hogg**

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Content - Accuracy	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.

Teacher Name: \_\_\_\_\_

Student(s) Name(s): \_\_\_\_\_

### **Making A Collage : Governor Hogg**

CATEGORY	4	3	2	1
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Titles and Text	Titles and text were written clearly and were easy to read from a distance. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. Text varied in color, size and/or style for different text elements.	Titles and text were written clearly and were easy to read close-up. There was little variation in the appearance of text.	Titles and/or text are hard to read, even when the reader is close.
Design	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.
Number of Items	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.