

TEKS Cluster: Cotton, Cattle, Railroads, and Westward Expansion

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.

Connected Knowledge and Skills 7.10, 7.12, 7.17

Expansion of the Frontier

- ❖ 7.6(A)* identify significant individuals, events, and issues, 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
Readiness Spiral Standards: 7.1(A), 7.8(C), 7.9(A), 7.11(A)
- 7.6(C)* identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg
Supporting Spiral Standards: 7.19(A), 7.19(D)

Development of Agriculture

- ❖ 7.6(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier
Readiness Spiral Standards: 7.1(A), 7.8(B), 7.8(C), 7.9(A), 7.19(C)
- 7.6(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life
- 7.10(A)* identify why immigrant groups came to Texas and where they settled
- 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture ...
- 7.17(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul Ross" ...
Supporting Spiral Standards: 7.8(A), 7.9(B), 7.18(C), 7.19(D)

Student Expectations

- ❖ 7.6(A)* identify significant individuals, events, and issues, 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 (S)
- 7.6(C)* identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of James Hogg (S)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including .. Cotton, Cattle, and Railroads 7.1(A)
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas 7.8(C)*
- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications 7.9(A)*
- explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation ... 7.11(A)*
- compare types and uses of technology, past and present 7.19(A)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land 7.19(D)*

Academic Vocabulary

Vocabulary		Terms
adapt	irrigation	buffalo soldiers
cattle industry	landforms	James Hogg
climate	modify	progressive
communication	physical factors	Quanah Parker
consequences	ranching	Texas Railroad Commission
environment	railroad industry	westward expansion
frontier	transportation	
human factors	weather	

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

Content Builder

- The post-Reconstruction era became the era of expansion of the cattle industry and agriculture in Texas. It is important to understand the need for westward expansion into the Texas frontier and the ensuing conflict with the American Indians as Texans settled westward and eventually closed the frontier.
- Both physical and human geographic factors played a critical role in land use and development. Students need to distinguish between physical and human factors and analyze how these factors impacted the location and characteristics of Texas regions and major events, including the availability of fertile soil, rainfall, the length of the growing season, available water (irrigation/use of windmills), landforms, climate, irrigation, transportation, and communication systems.
- As cattle ranching expanded after the Civil War, first on the open range and later on fenced ranches, there was a perceived need to remove the threat of the Comanche, Apache, and Kiowa Indians from the frontier to pave the way for increased Anglo settlement. The role of the buffalo soldiers in this process was critical. Quanah Parker, the last Comanche Chief, represents leadership as American Indians first resisted and then conformed to reservation life as the U.S. government forced change on the frontier.
- In addition to geographic expansion, the Texas economy grew as a result of the growth of the cattle industry. Other industries also grew with increasing importance, including cotton farming in West Texas and railroad transportation systems in the state. Settlements formed along depot stops which often grew into small towns. This economic growth also led to social and political change as Texas emerged as an influential state in the United States. Cattle and cowboys (and later oil) began to form a characterization of Texans that continued well into the 20th century.
- Governor Hogg was a progressive reformer known for his "Hogg laws" including the establishment of the Texas Railroad Commission and big business reforms.

Instructional Implications

When you teach Expansion of the Frontier, remember to:

- Have students explore change over time, point of view, and cause and effect. Use a three-column graphic organizer to allow students to identify/describe events and determine the point of view of the Indians and settlers/U.S. Government related to those events. Events might include the rise of the cattle industry, cattle trails, events in the Indian wars (e.g., the Red River Campaign, the defeat of the Comanche under Quanah Parker at the Battle of Palo Duro Canyon), increase of railroads, and the role of the U.S. Army and the buffalo soldiers. All of these events led to increased Anglo settlement on the west Texas frontier and conflicts between Indians and settlers.
- Ensure students make frequent and appropriate connections between physical and human geographic relationships as well as direct relationships between political, social, economic, and geographic factors. Provide opportunities for students to use other maps and reference materials to determine such physical and human factors.
- Create historical markers for at least three points of interest, which may include conflicts, industry, or settlements.
- Use maps showing the growth of rail lines in Texas to help students interpret the impact of these transportation systems on the economy of the state. Ask students to brainstorm ways increased rail transportation systems affected economic change (e.g., quicker access to eastern markets, ways to bring more settlers to the state, more efficient ways to move agricultural products to market). Use a biography of James Hogg (from the *Handbook of Texas History* or other sources) to have students interpret how his influence, particularly in establishing the Texas Railroad Commission and in other progressive reforms, influenced the development of late 19th century Texas.
- Have students identify examples of ways humans adapt to and modify their environment and analyze the impact of those modifications. Pose questions such as: Why did the people make that modification? What positive consequences did that modification have? What negative consequences did that modifications on have? What might be the long-term effects of the modification? Is there a need for some form of rule or regulation to control the changes?

Learning from Mistakes

Students may make the following mistakes:

- Not being able to analyze how physical and human factors influence the outcome of events in Texas history
- Not understanding that the level of available technology directly impacts human-environment interactions
- Not understanding that the definition of technology is not just about computers, but includes any tool that makes work/lifestyle easier or more efficient

Student Expectations

- ❖ 7.6(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier (R)
- 7.6(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life (S)
- 7.10(A)* identify why immigrant groups came to Texas and where they settled (S)
- 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture ... (S)
- 7.17(B) identify the contributions of Texas leaders such as Lawrence Sullivan "Sul Ross" ... (S)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Cotton, Cattle, and Railroads 7.1(A)
- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions 7.8(A)
- locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest 7.8(B)*
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas 7.8(C)*
- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications 7.9(A)*
- explain ways in which geographic factors such as the ... limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas 7.9(B)
- identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts 7.18(C)
- analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, ... industries 7.19(C)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land 7.19(D)*

Academic Vocabulary

Vocabulary		Terms
agricultural industry	international market	Lawrence Sullivan "Sul Ross" West Texas
barbed wire	irrigation	
change over time	national market	
cotton industry	technological innovation	
dryland farming	political impact	
economic impact	social impact	
frontier		

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
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Content Builder

- Agriculture in Texas has always been foundational to the economy, but following the Civil War, the rapid expansion of cotton and cattle into West Texas allowed the state to play a key role in national and international markets. The agricultural industry made lasting cultural, political, and economic impacts that continue to characterize Texas and Texans today.
- To fully grasp the political, economic, geographic, and social impacts, student need to understand the concepts of change over time and cause and effect. Political changes following the Civil War (cause) created opportunities for the agricultural industry to expand (effect), subsequently resulting in other political, social, and economic changes (effects). Other cause and effect PEGS relationships may be noted in the following key events:
 - Increased demand for beef in the north
 - Cattle drives along cattle trails
 - Shift from open-range ranching to fenced ranches/closing of the frontier (1890s)
 - Rise of large-scale agriculture
 - Tenement farming and sharecropping
 - Removal of the plains Indians to make way for ranching and farming
 - Expansion of the railroads (see Contemporary Texas TEKS cluster)
 - Settlement of West Texas and the use of windmill technology (water) and barbed wire (fencing)
 - Use of new cotton varieties for dryland farming
 - Adaptation and modification of the environment
- Change over time in the cattle industry – The Spanish introduced cattle to the New World, and later into Texas in early entradas (colonization) including the settlements of José de Escandón. Early herds were used by the missions to feed settlers and soldiers, but later private citizens became the dominant ranchers as the mission systems began to wane. Spanish cattle herders were called "vaqueros," and much of the early terminology, equipment, and techniques influenced future generations of cattlemen in Texas despite political and geographic changes. Anglo settlers generally came to Texas as farmers, but recognized the prospect of making money in cattle. The business of cattle breeding and trade ebbed and flowed, though remained primarily centralized in south/south-east Texas and into Louisiana until the mid-1800s. Texas supplied beef to the Confederacy until Union blockades prevented trade across the Mississippi River. From that point to the end of the war, the cattle supply increased drastically to upwards of 5,000,000 head of wild longhorns in Texas. Following the Civil War, the demand and market price for beef in the north prompted expansion and provided jobs for freedmen, Mexican Texans, and other cowboys. For the first time, the cattle industry centralized in North Texas (Fort Worth) and began expanding out to the Plains and even the Davis Mountains. Wild cattle had been migrating to these parts of Texas for some time. Open-range ranching caused conflict as investors moved north and west seeking land and water resources for excess herds. The invention of barbed wire and expansion of Texas railroads quickly closed the frontier and over time large commercial ranches (such as the XIT, 6666, and Matador), cattle breeding, feedlots, and slaughter facilities would develop throughout the 19th and 20th centuries. Investors also expanded into the western United States (New Mexico, Colorado, Wyoming, etc.) influencing the role of the cattle industry and cowboy culture throughout the West.
- Cowboys are often portrayed in movies as tall, strapping, sometimes lawless travelers or backward individuals frequently involved in shootouts at high noon outside a saloon. Contrary to Hollywood, most cowboys were young men (and some women) who needed a paycheck. Approximately one-quarter of the American cowboys were African-American and one-third were Mexican-American or even Mexican Vaqueros. The work of a cowboy was hard, often 15-hour days. On the ranch, cowboys often slept on the open range or in bunkhouses. On the trail, cowboys traveled together to manage the herds with a single chuck wagon and cook. The lariat (lasso) was one of the most important tools, though firearms were necessary for protection. Stampedes, not Indian raids, were among the greatest threats.

Content Builder (continued)

- Change over time in the cotton industry – Spanish missionaries in Texas were among the first to grow and weave cotton, though cotton production became a viable business in Texas in the early 1820s with Anglo settlement. Cotton production in eastern Texas grew rapidly through the 19th century as market demand increased. Like the cattle industry, cotton farming moved westward as barbed wire, railroads, innovative technologies (e.g., the windmill for water, new cotton varieties, ginning, and mechanized equipment) and new uses for fibers and cottonseed oil made expansion possible. Following the Civil War, political and social changes led to changes in the cotton industry as well. Prior to the Civil War, slave labor was present on cotton plantations in East Texas. Following the Civil War, freedmen, immigrants, and others worked as tenant farmers or sharecroppers for large land owners. Over time, small cotton farms would yield to larger commercial farms. By the early 1900s, cotton was the principle cash crop in Texas. Today, Texas is the number one cotton-producing state, with the most cotton production on the High Plains.
- National and international markets play a large role in agricultural production and profit. Supply and demand is affected by world events, immigration, government policies, and economic conditions.
- Lawrence Sullivan Ross “Sul Ross” – As a Texas Ranger, Sul Ross recaptured Cynthia Ann Parker. Later he became one of the youngest Confederate Generals. Sul Ross retired from military service, farmed for eight years, served in the 1875 Texas Constitutional Convention, and became a state senator and the nineteenth Governor of Texas. After two terms as governor, Ross retired and became the president of the Agricultural and Mechanical College of Texas (Texas A&M), saving the college from closure.

Instructional Implications

When you teach Development of Agriculture, remember to:

- Have students examine the changes brought about by cattle, cotton, and railroads to the economy of Texas, and explain how economic, social, and political life in Texas changes as a result of these new industries and technologies. Examining the concept of change over time increases the rigor of the student expectation. Use one of the change over time descriptors above and create an illustrated timeline or a mural that clearly exhibits the details of each major change.
- Help students recognize significant economic gain for newly freed former slaves and soldiers returning from the war, both of which were critical for a growing economy.
- Use geographic skills and hands-on models to illustrate the differences in the fertile soil of East Texas due to high precipitation, to irrigated farming using windmills on the high plains and the panhandle.
- Examine the economic, social, and political cause/effect relationships between the removal of the Plains Indians (Quanah Parker and the Comanche) and increased ranching, farming, and settlement of the plains. Use of population distribution maps to illustrate the shifts in settlement patterns during this time period.
- Compare primary source photos depicting cowboys on the trail (accessed from the American West collections at the Library of Congress, National Ranching Heritage Center) with images of cowboys from western movies and TV. Students will interpret these visuals to make inferences and draw conclusions about the myths and realities of cowboy life in the late 19th century (three-fourths of the cowboys were either African-American or Hispanic, which challenges the myth of cowboys and the West portrayed by film and TV).
- Use maps showing the cattle trails to allow students to draw conclusions about the concept of supply and demand related to pricing (cattle were worth much less in Texas than in the east where they were scarce).
- Explore how barbed wire and the increase of railroad lines in Texas changed the cattle industry.

Learning from Mistakes

Students may make the following mistakes:

- Not understanding how these changes gave new opportunities to minority groups. Three-fourths of the cowboys were either African-American or Hispanic, which challenges the myth of cowboys and the West portrayed by film and TV