

Grade 7 Project

Urbanization of Texas

"Texas entered the 20th century as an agrarian state with more than 90 percent of its population living on farms or in small communities and with an economy based on cattle and cotton production.

During the years between the 20th and 21st centuries, Texas landscape and its economy underwent a transformation. The economy changed from production to services, and cities flourished as Texans moved to town. Currently, only 1 percent of all Texans live on farms, while 19 percent live in rural areas."

"Office of State Senator Jeff Wentworth. "Texas Legislators Must Balance Urban and Rural Interest." [Online] 21 January 2000. <http://www.senate.state.tx.us/75r/senate/members/dist25/pr00/p012100a.htm>

What industries, national events, and other forces transformed Texas from an agrarian state to an urban one? What does this mean for Texans today—both those living in the cities as well as those few remaining in rural areas?

Focusing on a particular industry, technology, or other influence, trace the urbanization of Texas from its beginning through its current impact on the economy, environment, and inhabitants of Texas. Summarize and present your findings using visuals such as timelines, maps, charts, and graphs to illustrate your points.

Get Started

1. **What do we know?** As a class or within your group, brainstorm what you think urbanization is. How does the growth of industry affect urbanization? How does the distribution of people change (e.g., from farms to cities)? What do you already know about the urbanization of Texas?
2. **What do we need to know?** Work with your group to list what you will need to learn to get your project done (e.g., investigate certain events in Texas history, research specific Texas industries).
3. **Learn more.** As a group, do some initial research to find out more about the industries, the technologies, the events, and the other influences that transformed the urbanization of Texas. The following site is a good place to begin:

- The Handbook of Texas Online
http://www.tsha.utexas.edu/tools/teks/teks7/teks_12.html

1. **Narrow it down.** Once you have completed some research, decide how your group will narrow its focus. What topic interests your group the most?
2. **How do we get our work done?** List tasks that your group needs to do to finish the project. Your list will not be complete now. However, you can add to it later. Decide group member responsibilities and start a timeline outlining how the project will get done. You can reevaluate your timeline later as the work progresses.
3. **Check in.** Share your work with your teacher to make sure you are on the right track. Discuss with your teacher how your group has narrowed the focus of your research. Review the criteria that you and your teacher will use to evaluate how well your group works together.

Investigate

1. **Research.** Use online and offline research tools to gather information about your topic. Take notes of important facts and record your sources. Be sure to evaluate your sources for accuracy and validity.
2. **Summarize your findings.** What did you learn from your investigation? What information and/or message would you like to convey? Who will be your audience for this information?

3. **Check in.** Share your findings with your teacher. Revisit your project timeline and task checklist to evaluate your group's progress and to add new tasks and deadlines as necessary.

Communicate

1. **Develop a communication plan.** As a group, decide how you will communicate your findings. Remember to keep in mind who your audience will be.
 - How can you best communicate what you've learned? (e.g., orally, written, or both)?
 - How can you organize and present the information clearly and succinctly? (e.g., by including maps, charts, or graphs)?
 - How can technology help you communicate effectively? (e.g., by using multimedia or presentation software)?
2. **Check In.** Conference with your teacher to share your project plan. Create the criteria (e.g., a rubric or a checklist) by which you and your teacher will evaluate your final project. What will your group need to do to be successful? Revisit your planning tools to assign tasks and deadlines as needed.
3. **Execute your plan.** Work together as a group to complete your presentation. Refer often to your planning tools as well as to the rubrics or checklists to be sure you complete your final product on time and that it meets the project standards.
4. **Present.** Present your final product.

Reflect

1. **What have we learned?** What have you learned about the urbanization of Texas from your own work as well as from the presentation of other groups?
2. **How did we work?** Reflect on the process that your group followed to complete the work. What project management tools did you use? Were they helpful? What would you do differently next time?
3. **Did we meet the criteria?** Review the rubric and/or the criteria checklist that you and your teacher developed. How well does your group's final product meet the criteria outlined in the rubric? How would you score your presentation?

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[TEACHER NOTES]

SUBJECT	TEKS Students WILL Meet (TAKS Objectives in Bold)	TEKS Students MAY Meet (TAKS Objectives in Bold)
Technology	1A, 1C, 1F, 4A, 4B, 5A, 5B, 6A, 6C, 7J, 8D, 8E, 9A, 10A, 11A, 12A	6B, 7G, 9B, 10D
Social Studies	8A, 12A, 12B, 12C, 21A, 21B, 21C, 22A, 22B, 22C, 22D	8B, 9B, 11C, 11D, 13A, 13C, 21E
Language Arts	8B, 8C, 10G , 13A-I, 15A, 15C , 18F, 20A-G, 24A, 24B	24C

Overview

In this project, students use online and offline sources to investigate the transformation of Texas from an agrarian society to an urban state. Students select technology to help them communicate their findings.

Objectives

- Investigate how Texas has been transformed from an agrarian state to an urban one
- Investigate the impact of urbanization on the economy, environment, and/or inhabitants of Texas
- Conduct research using multiple sources
- Work in groups to answer real-world questions
- Communicate findings to appropriate audience using technology
- Use technology tools to plan and evaluate process and product

Technology Opportunities

This project provides opportunities for your students to develop skills in or demonstrate proficiency in the following technology applications:

- Electronic research and evaluation
- Presentation software
- Word processing
- Spreadsheets (charts and graphs)
- Video

Preparation

- Determine how you will group the students for the project (e.g., self-choice, heterogeneous)?
- Gather any additional print or online resources that you think your students may need.
- Refine the project as necessary to meet your curricular goals. For example, rather than have students decide, you may wish to define the subject, the kind of research, or the product (e.g., a slide presentation only) to assure a specific content is covered or a specific kind of software is used.
- Preview the Student Page, including links.

Procedure

Below are some guiding questions and resources you might wish to share with students throughout the process of this project.

Get Started

1. Introduce students to the problem.
 - Read the quote from the government press release. Ask students about urbanization and its history in Texas.

- If your students' reading level is high enough, have them read the entire press release in class or for homework, highlighting the important points they find. Use their findings to begin a class discussion.

"Texas legislators must balance urban and rural interests" Press Release from the office of State Senator Jeff Wentworth. January 21, 2000.

<http://www.senate.state.tx.us/75r/senate/members/dist25/pr00/p012100a.htm>

2. As a class or within groups, brainstorm what students know and what they need to know to answer the questions posed in this project.
3. Guide students in some initial research to learn more on the topic of urbanization of Texas. Students may wish to continue to add to their What We Know/What We Need to Know chart as they begin to learn more or you may wish to create a class list of possible topics to explore. Some resources to begin with include the following:
 - Handbook of Texas Online
http://www.tsha.utexas.edu/tools/teks/teks7/teks_12.html
 - Rural Development Report (PDF)
<http://www.house.state.tx.us/house/commit/reports/ruralsct.pdf>
 - Texas Library Connection Databases
<http://tlcic.esc20.net/databases.html>
4. There are many different directions students may take with this project. Check in with students as they decide their group's focus. Some examples of topics for research include the following:
 - The roll of oil and gas, cotton, banking, or another industry on the urbanization of Texas
 - The emergence of high-tech industry in cities such as Austin and the effects of the Internet, for example, on the Texas economy.
 - The impact of different transportation systems (e.g., steamboat, railroad, cars) on urbanization
 - The impact of geography on the pattern of urbanization and the impact of urbanization on the environment
 - How urbanization has impacted the jobs available and the skills needed to fill them
5. Share your expectations of how the groups will work together with the students. Present or develop together any necessary rubrics or checklists to evaluate students' group work and process.
6. Help students use technology tools to manage their project. Below are some suggestions:
 - If students have access to calendar software or project planning software, they can use the software to set milestone dates.
 - Students can create a chart that lists milestones or responsibilities in one column, the team member(s) responsible in a second column, and the date it is due in a third column.

Investigate

1. Direct students to possible sources for research (e.g., Internet, intranet, CD-ROMs, books, library databases). If students are performing Internet searches, you may wish to present a

mini-lesson on search techniques, such as using quotes around phrases or using Boolean terms like AND/OR to limit searches.

2. Discuss with students possible methods of keeping track of their research (e.g., research log, notes database, index cards) and review with them the importance of and proper methods for citing sources.
3. Review with students how to determine if sources are valid and reliable. This is especially important for Internet sources as anyone can publish to the Internet. Students must determine the source, when the site was last updated, and the purpose of the site and any potential bias. *Is the information provided by an established publisher, government agency, or John Doe? Is the information presented by a special interest group who is pushing their agenda? Is it part of an advertisement?*
4. Check in with students to review their research findings and to find out how their group is working together.

Communicate

1. Determine the audience for student presentations. You can have all students present to the class, or you can determine outside community members who may find the information useful. *Now that you have the information, who will benefit from having it the most?*
2. Student findings and the determined audience will influence the way in which students decide to present their research. Below are some possible student outcomes of this project.
 - Submit an editorial letter or article including conclusions you've drawn from your research to a newspaper or magazine.
 - Create charts or graphs to display data in a presentation.
 - Create a timeline outlining the major events in the urbanization of Texas.
 - Create a series of population maps of Texas that show the urbanization of Texas over time.
 - Create a flowchart showing cause and effect of changes in urbanization.
 - Create a slide presentation.
 - Create a video public service announcement to air on TV.
3. Work with students to establish criteria for evaluating their final products. Use or adapt the Product Rubric provided or develop one with or without student input to meet your needs.
4. Have students present their final projects to the class and/or other defined audience.

Reflect

1. Once students have completed their presentations, lead a class discussion on what students learned from the research and the presentations. You may wish to have students write a reflection piece answering one or all of the following questions:
 - *What do you feel was the most important influence in the urbanization of Texas? Why?*
 - *Do you feel urbanization is a positive or negative thing for Texas? Why?*
 - *Was the urbanization of Texas inevitable? Why or why not?*
 - *Do you think that eventually all Texans will be living in cities? Or will there always be some rural areas and farms? Why?*

2. Have students reflect their group's process and project and on the role technology played in it:
- *What worked well within your group? What would you do differently next time?*
 - *What tools helped you to complete your project?*
 - *How did technology help communicate the research findings?*
 - *What were some of the most effective presentations? What made them effective (e.g., visual aids)*

Assessment

You can use The following Process and Outcome rubrics for all projects regardless of the technology students choose to use. Use a tool like Rubistar <<http://rubistar.4teachers.org/>> to build a rubric with your students specific to the items you wish to assess.

- 4 = Excelling
 3 = Achieving
 2 = Developing
 1 = Beginning

Process Rubric

	Planning/Time Management	Contributions and Responsibilities	Cooperation and Teamwork
4	I help the team plan and track our progress using technology tools. I often suggest ways to improve the way we work together and plan.	I always complete my assigned work without having to be reminded. I often do more than what is expected of me by the group.	I listen to all of my group members and I try to help the group reach fair decisions.
3	I participate in the planning and progress evaluation with the group.	I usually complete my assigned work and rarely need to be reminded.	I usually listen to all of my group members points of view when trying to help the group reach fair decisions.
2	I occasionally refer to a schedule or planning tool created by the team but don't always use it or follow it.	I usually need to be reminded to complete my assignments and often do not complete them.	I usually agree with my friends rather than listening to all viewpoints before reaching a decision.
1	I rely on others on the team to keep me on track and do not take part in planning or evaluating progress.	I rely on others to do most or all of the work for the group.	I want things done my way and most often don't listen to other points of view.

Outcome Rubric

	Research and Evaluation	Organization	Communication
4	Used multiple online and offline resources and went above and beyond the materials that were provided Information was evaluated for accuracy	Extremely well organized and easy to follow Organization enhances the presentation of the information	Effectively communicates findings in an engaging way using clear visual aids and technology Demonstrates creativity and uniqueness
3	Used mostly resources found in classroom or online Information was mostly accurate	Project is nicely organized but has a few unclear points	Communicates findings with some visual aids and use of technology Demonstrates some creativity that enhances the project.
2	Did not use resources provided to their full potential Did not evaluate information for accuracy and may have used sources with factual errors	Some organization is evident but there are several unclear transitions or points	Uses few or no visual aids Findings are not evident but not clearly communicated
1	Did little or no fact gathering even from resources provided May have used sources with multiple factual errors	Format is difficult to follow and often confusing	Findings are not effectively communicated Does not use technology appropriately to present a clear visual aid

Texas Essential Knowledge and Skills (TEKS)

☉ Indicates it is assessed on the TAKS test

Technology

1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(C) demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency;

(F) perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

(4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

- (A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and
 - (B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.
- (5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:
- (A) identify, create, and use files in various formats such as text, bitmapped/vector graphics, image, video, and audio files;
 - (B) demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including CD-ROM/laser discs and on-line catalogs; and
- (6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:
- (A) determine and employ methods to evaluate the electronic information for accuracy and validity;
 - (B) resolve information conflicts and validate information through accessing, researching, and comparing data; and
 - (C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.
- (7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:
- (G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;
 - (J) use foundation and enrichment curricula in the creation of products.
- (8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:
- (D) use technology in self-directed activities by sharing products for defined audiences; and
 - (E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.
- (9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:
- (A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product; and
 - (B) resolve information conflicts and validate information through research and comparison of data.
- (10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:
- (A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;

(D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate; and

(11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;

(12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review and evaluate the product using technology tools such as database managers, daily/monthly planners, and project management tools;

(B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;

(D) evaluate the product for relevance to the assignment or task.

Social Studies

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

(A) create thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th and 20th centuries; and

(B) pose and answer questions about geographic distributions and patterns in Texas during the 19th and 20th centuries.

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

(B) compare places and regions of Texas in terms of physical and human characteristics; and

(7.11) **Geography.** The student understands the characteristics, distribution, and migration of population in Texas in the 19th and 20th centuries. The student is expected to:

(C) analyze the effects of the changing population distribution in Texas during the 20th century; and

(D) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution.

(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:

(A) explain economic factors that led to the urbanization of Texas;

(B) trace the development of major industries that contributed to the urbanization of Texas; and

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(7.13) **Economics.** The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) analyze the impact of national and international markets and events on the production of goods and services in Texas;

(C) analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.

(7.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(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;

(B) 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;

(C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(E) support a point of view on a social studies issue or event;

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and

(D) create written, oral, and visual presentations of social studies information.

Language Arts

(7.8) Reading/variety of texts. The student reads widely for different purposes in varied sources. The student is expected to:

(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);

(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and

(7.10) Reading/comprehension. The student uses a variety of strategies to comprehend a wide range of texts of increasing levels of difficulty. The student is expected to

☛(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).

(7.13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:

(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);

(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);

(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);

(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);

(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);

(F) produce research projects and reports in effective formats for various audiences (6-8);

(G) draw conclusions from information gathered from multiple sources (4-8);

(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and

(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),

(7.15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to

⊗ (A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve(4-8);

⊗ (C) write to inform such as to explain, describe, report, and narrate (4-8);

(7.18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);

(7.20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:

(A) frame questions to direct research (4-8);

(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);

(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);

(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);

(E) present information in various forms using available technology (4-8);

(F) evaluate his/her own research and raise new questions for further investigation (4-8); and

(G) follow accepted formats for writing research, including documenting sources (6-8).

(7.24) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others. The student is expected to:

(A) select, organize, or produce visuals to complement and extend meanings (4-8);

(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and

(C) assess how language, medium, and presentation contribute to the message (6-8).

