

## Instructional Recipe

# What Happens To Jobs When Cities Grow?

Grade 7, Texas History

### Step 1 – Ask

#### Objectives:

Students will explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

#### Introduction:



[Scenic Dallas skyline](#) -- Image Date: 11/09/2000 -- Image Date: 11/09/2000  
© Getty Images

#### Ask:

- ★ What are some factors that cause cities to grow?
- ★ What types of jobs are available in rural areas?
- ★ What types of jobs are available in urban areas?
- ★ What do you think happens to jobs as cities grow?

#### Vocabulary:

- ★ **high tech industry** - Technology that involves highly advanced or specialized systems or devices.
- ★ **service industry** - Offering services to the public in response to need or demand
- ★ **mechanization** - To equip with machinery
- ★ **urban sprawl** - The unplanned, uncontrolled spreading of urban development into areas adjoining the edge of a city
- ★ **urbanization** – to make urban

#### TEKS:

**(7.12C)** explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

**(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.

#### 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

**7D** Demonstrate proficiency in use of multimedia authoring programs by creating linear or nonlinear projects incorporating text, audio, video, and graphics

**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

**11B** Design and create interdisciplinary multimedia presentations for defined audiences including audio, video, text, and graphics

## Step 2 – Investigate

Suggested Search: *Texas AND growth*

### Texas Heritage Online Resources:

- ★ Texas Historical Foundation. "A Texas Tradition." *Texas Heritage, Fall 1984*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45447/>. Accessed August 8, 2009.
- ★ Texas Historical Foundation. "As Others See Us: Travelers to Houston 1836-1984." *Heritage, Volume 04, Number 02, Fall 1986*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45442/>. Accessed August 8, 2009.
- ★ Dallas Historical Society. "Harland Bartholomew." *Legacies: A History Journal for Dallas and North Central Texas, Volume 15, Number 02, Fall, 2003*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35095/>. Accessed August 8, 2009.
- ★ Dallas Historical Society. *Legacies: A History Journal for Dallas and North Central Texas, Volume 10, Number 02, Fall, 1998*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35105/>. Accessed August 8, 2009.
- ★ Texas Historical Foundation. "Singing Native Notes in Texas: The Past In Our Future." *Heritage, Volume 17, Number 03, Summer 1999*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45392/>. Accessed August 8, 2009.
- ★ Texas Historical Foundation. "Cookbooks and Streetcars: Telling the Story of Bellaire's Past." *Heritage, Summer 2003*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45377/>. Accessed August 8, 2009.

### EBSCO Resources:

- ★ Government by the People. By: Heinrichs, Ann. Texas, 2002, p19-26, 8p, 1 map, 6 color, 1 bw; Reading Level (Lexile): 600; (AN 10892892)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=10892892&site=src-live>>
- ★ Economic impact of TECH Fort Worth continues to grow locally and globally. By: Dillard, Betty. Fort Worth Business Press, 5/4/2009 Impact Awards Supplement, p10-10, 1p; (AN 40400447)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=40400447&site=src-live>>
- ★ Texas growing in clean-energy jobs. By: FRANCIS, ROBERT. Fort Worth Business Press, 6/15/2009, Vol. 24 Issue 20, p11-11, 1/7p; (AN 43185354)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=43185354&site=src-live>>
- ★ A New Brand Of Tech Cities. By: Rogers, Adam; Breslau, Karen; Kotok, C. David; Figueroa, Ana; Pierce, Ellise; Burger, Frederick; Raymond, Joan; Tolme, Paul; Reno, Jamie. Newsweek, 04/30/2001, Vol. 137 Issue 18, p44, 7p, 1 chart, 7 color; Reading Level (Lexile): 1050; (AN 4360928)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=4360928&site=src-live>>
- ★ The sky is the limit for city. By: Tronche, John-Laurent. Fort Worth Business Press, 10/8/2007, Vol. 20 Issue 41, p18-18, 1/2p; (AN 27134205)  
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=27134205&site=src-live>>

### Additional Websites:

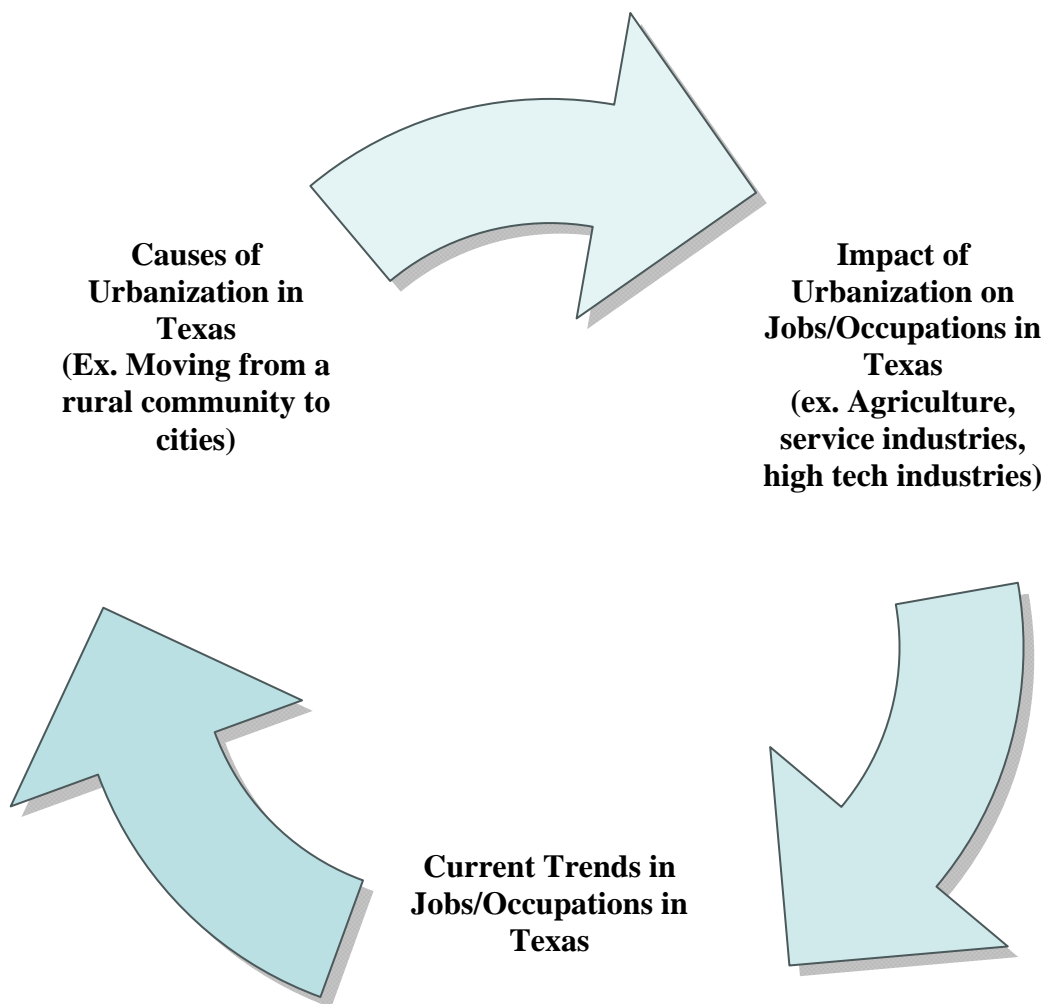
- ★ <http://tshaonline.org/handbook/online/articles/TT/npt2.html>
- ★ <http://www.tshaonline.org/handbook/online/articles/UU/hyunw.html>
- ★ <http://texasalmanac.com/population/population-city-history.pdf>
- ★ <http://www.everychanceeverytexan.org/texasjobs/trends/jobtrends.php>
- ★ <http://www.window.state.tx.us/comptrol/fnotes/fn0803/index.html#story>

### 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, or create a diagram in a word processor.

**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:

- ★ **Write and present a newscast** to explain how jobs and occupations have changed as a result of urbanization. You can choose to report for a particular city or for the state of Texas in general. Be sure to include the causes of urbanization that have caused job changes. Also, be sure to discuss the industries that have changed the most.
- ★ Develop a public awareness campaign to inform your peers that jobs and occupations are changing in Texas. **Design and develop a PowerPoint** presentation that explains how jobs and occupations have changed as a result of urbanization. Be sure to include the causes for these changes as well as the current growing industries.

🔗 Technology Link – Students can use PowerPoint to develop the newscast presentation and public awareness campaign. Use the EBSCO image collection to locate interesting backgrounds to enhance either presentation.



#### 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>.

**Newscast - Presentation and Planning:**

**Urbanization Causes Change in Jobs in Texas**

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

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 5-7 "tidbits" from their research into their newscast.	Group researched the subject and integrated 3-5 "tidbits" from their research into their newscast.	Group researched the subject and integrated 2-3 "tidbits" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Knowledge Gained	Accurately answers questions related to topic.	Accurately answers most questions related to topic.	Accurately answers some questions related to topic.	Appear to have little knowledge about questions related to topic.

**Public Awareness Campaign:**

**Urbanization Causes Change in Jobs in Texas**

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

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Campaign/Product	Students create an original, accurate and interesting PowerPoint product that adequately addresses the issue.	Students create an accurate PowerPoint product that adequately addresses the issue.	Students create an accurate PowerPoint product but it does not adequately address the issue.	The PowerPoint product does not adequately address the issue.
Brainstorming - Problems	Students identify more than 4 reasons why urbanization caused change in jobs/occupations.	Students identify at least 4 reasons why urbanization caused change in jobs/occupations.	Students identify at least 3 reasons why urbanization caused change in jobs/occupations.	Students identify fewer than 3 reasons why urbanization caused change in jobs/occupations.
Brainstorming - Trends	Students identify more than 4 current trends in jobs/occupations in Texas.	Students identify at least 4 current trends in jobs/occupations in Texas.	Students identify at least 3 current trends in jobs/occupations in Texas.	Students identify fewer than 3 current trends in jobs/occupations in Texas.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.