

Step up with

HOLT MIDDLE SCHOOL Math

Holt Middle School Math is a completely new program, based on the latest research and integrating feedback from hundreds of teachers. It builds on the carefully sequenced instruction in Harcourt School Publisher's elementary program, Harcourt © Math 2002, and provides students with the strong foundation they need for success in algebra.



Scope and Sequence

● Introduce ▲ Teach and Test ■ Reinforce and Maintain

PROBLEM SOLVING

Strategies	Harcourt*	Course I	Course II	Course III
Draw a diagram	K	▲ ■	■	■
Make a model	K	▲ ■	■	■
Guess and test	K	▲ ■	■	■
Work backward	3	■	■	■
Find a pattern	K	▲ ■	■	■
Make a table	K	▲ ■	■	■
Solve a simpler problem	2	■	■	■
Use logical reasoning	K	▲ ■	■	■
Use a Venn diagram	K	● ▲	▲	■
Make an organized list	2	■	■	■
Skills	Harcourt	Course I	Course II	Course III
Identify relationships	2	▲	■	■
Choose an operation	2	▲	■	■
Choose a method of computation	3	▲	▲	▲
Interpret the quotient or remainder	3	▲	▲	▲
Make generalizations	3	▲ ■	■	■
Use a formula	5	▲	▲	▲
Estimate or give an exact answer	3	▲	▲	▲
Prioritize and sequence information	K	▲ ■	■	■
Identify too much or too little information	2	▲	■	■
Write an equation	4	▲	▲	▲
Write the problem in your own words/ Restate the question	1	● ▲	▲	▲ ■
Eliminate answer choices	3	● ▲	▲	▲ ■
Check that your answer is reasonable	1	▲	■	■
Write algebraic expressions	4	● ▲	▲	▲ ■
Analyze units	2	● ▲	▲	▲ ■
Use a simulation	5	● ▲	▲	▲ ■
Interpret unfamiliar words/Understand the words in the problem	3	● ▲	▲	▲ ■
Identify important details in the problem	1	● ▲	▲	▲ ■
Choose a problem-solving strategy	1	▲	■	■
Check that the question is answered	1	● ▲	▲	▲ ■

* Number indicates grade level at which concept is introduced in Harcourt Math, after which it is reinforced.

What Does Scientifically Based Research Tell Us About Differentiating Instruction?

Defining the Strand | Differentiating Instruction

“Differentiated instruction is so powerful because it focuses on concepts and principles instead of predominantly on facts.” (Tomlinson, 1995)

One of the guiding principles in the development of **Holt Middle School Math** was to create a program with which teachers could easily differentiate instruction. Lesson plans help teachers determine which resources to use with given groups of students. Throughout the series skills and concepts are introduced in different ways and on different levels, so students have ample opportunities, with guidance, to master the skills and to apply them to critical thinking.

Excerpts From the Research | That Guided Holt Middle School Math Development

“Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.” (National Council of Teachers of Mathematics, 2000)

“Common sense, experience, and research suggest to us that when teachers can tap into routes that promote efficient and effective learning for students, results are better. The goals of learning-profile differentiation are to help individual learners understand modes of learning that work best for them, and to offer those options so that each learner finds a good learning fit in the classroom.” (Tomlinson, p. 60)

“Students with very low scores on the Mathematics Concepts and Mathematics Problem Solving Tests received higher scores on the achievement posttest when instruction included manipulative materials, whereas students with high scores on the Mathematics Concepts and Problem Solving Tests found the symbolic approach more beneficial.” (Threadgill-Sowder and Julifs, p. 373)

“Kids need complex, challenging problems to solve. . . . There are as many neural pathways as we need to develop in children’s brains as there are ways to solve a problem. That means it’s critical to expose students to a variety of approaches to solving problems.” (Jensen, pp. 35–36)

In **Holt Middle School Math** the variety in lesson structures, examples, and levels of exercises provides opportunities for students to successfully learn the key concepts and skills. Extension and journal activities challenge students to apply what they have learned through critical thinking. Hands-On and Technology Labs and manipulatives are designed for learning in heterogeneous groups, while Explorations promote discovery learning. The Focus on Problem Solving and Think and Discuss features stimulate student interaction. The exercise sets and the end of each lesson are tied to specific examples to encourage students to direct their own learning. In addition, the Teacher’s Edition contains numerous suggestions for adapting activities to specific groups of students as well as additional teaching strategies.

For examples of differentiated instruction features, see the following *Student Edition* and *Teacher’s Edition* pages:

Reaching All Learners—in every lesson of the Teacher’s Edition

- Through cognitive strategies
- Through concrete manipulatives
- Through critical thinking
- Through curriculum integration
- Through graphic cues
- Through graphic organizers
- Through grouping strategies
- Through hands-on experience
- Through home connection
- Through modeling
- Through number sense
- Through visual cues
- Through visual organizers
- Through world math

See pages 8, 11, etc.

Reaching All Learners
Through Cognitive Strategies

While students are solving examples or exercises, have them circle the operation and the integer that is operating on the variable. Then directly below the circled operation and integer, have students write the inverse operation and the same integer that was circled. Remind students to keep the equation balanced by writing the inverse operation and the same integer that was circled on the other side of the equation.

Example,
Course 1 TE, Lesson 9-1

Reaching All Learners
Through Visual Organizers

Have students make a web that can be used to classify solid figures. Use these words in the web: *solid figures, spheres, prisms, cones, polyhedrons, pyramids, and cylinders.*

```

graph TD
    A[Solid figures] --- B[Spheres]
    A --- C[Cylinders]
    A --- D[Cones]
    A --- E[Polyhedrons]
    E --- F[Prisms]
    E --- G[Pyramids]
    
```


Example,
Course 2 TE, Lesson 9-3

Differentiated instruction is also achieved through the many supplemental resources that accompany each lesson.

Interactive Problem Solving
3-9 Interpret the Quotient
 When you divide to solve a problem, you need to interpret the quotient, even when you use a calculator.
 The 709 students at the Piedmont School will be forming groups of 28 for a special assembly. Each extra student will join a group of 28 to form a group of 29. How many groups of 28 and how many groups of 29 will there be?
Understand the Problem
 1. How many students need to be placed in groups?
 2. Can any group have less than 27 students? More than 29 students?
Make a Plan
 3. What numbers could you divide to find how many groups of 28 can be formed?
 4. Suppose you used a calculator to divide and got an answer with lots of decimal places. How would you know how many groups of 28 could be formed?
Solve
 5. If you divide 709 by 28 on most basic calculators, the display shows 25.32142857. How many groups of 28 can be formed?
 6. If you form that many groups of 28, how many students will be in those groups? Explain.
 7. How many students will not be in those groups of 28? Explain.
 8. If each of those extra students is added to a group of 28, how many groups of 29 will there be? How many groups of 28 will there be?
Check
 9. Show that your answer accounts for all 709 students.

- **Developing Knowledge**
 Including Practice A, Reteach, Homework Help Online, Math: Reading and Writing in the Content Area, and Interactive Problem Solving

Example, Interactive Problem Solving, Course 1, Lesson 3-9

Puzzles, Twisters & Teasers
3-9 To Dine or Not to Dine?
 John loves to have his friends over for dinner. He is concerned that he will not have enough food.
 He knows that he has 8 cups of soup, 14 pounds of lasagna, 2.85 pounds of salad, and 7.3 gallons of ice cream. John knows that, on average, each guest eats about 0.75 cups of soup, 1.2 pounds of lasagna, 0.3 pounds of salad, and 0.8 pint of ice cream. Use these numbers to help John decide how many people he can invite for dinner.
 Soup _____
 Salad _____
 Lasagna _____
 Ice Cream _____
 7 T
 8 O
 9 U
 10 M
 11 L
 12 N
LETTER BANK
 R R
 O
 Number of people John should invite: _____
 Do you know what John's gossiping friend had during dinner?
 Find the letter that is paired with the number of people that John should invite and add it to the letter bank. Also, add one to the number of people John can invite, find the matching letter in the table above and add that letter to the letter bank as well.
 Rearrange the letters in the letter bank to find the answer to the riddle.
 He had a great sense of!


- **On-Level Knowledge**
 Including Practice B, Puzzles, Twisters & Teasers, Homework Help Online, Interdisciplinary Online Links, and Problem Solving

Example, Chapter Resource Book Puzzles, Twisters & Teasers, Course 1, Lesson 3-9

Math: Reading and Writing in the Content Area
3-9 Use Context
 How the decimal portion of the quotient in a division problem is used depends upon the situation.
Situation 1 74 students are going on a field trip in cars. Each car can carry 5 students. How many cars are needed?
 Divide 74 by 5. $74 \div 5 = 14.8$ cars
Reasoning 14 cars will not be enough for all students. You need 15 cars. The quotient 14.8 needs to be rounded up to 15 in this situation.
Situation 2 How many 8 oz servings are in a 44 oz can of juice?
 Divide 44 by 8. $44 \div 8 = 5.5$ servings
Reasoning There are 5 full 8 oz servings in the can. The 0.5 serving is not 8 ounces. The quotient 5.5 is rounded down to 5 in this situation.
Situation 3 4 boys mowed a lawn for \$35. How much money should each boy receive to share the money equally?
 Divide \$35 by 4. $\$35 \div 4 = \8.75
Reasoning The exact quotient of \$8.75 states what each boy should receive. The exact quotient of \$8.75 makes sense.
Tell whether you would round the quotient up, round the quotient down, or leave the exact quotient for each. Write to explain your choice.
 1. You need 8 inches of ribbon to make a bow. How many bows can you make with 50 inches of ribbon? $50 \div 8 = 6.25$
 2. Each lunch table seats 10 children. There are 155 children in the cafeteria for each lunch period. How many tables are needed? $155 \div 10 = 15.5$

- **Advanced Knowledge**
 Practice C, Challenge, Homework Help Online, Interdisciplinary Online Links, and Problem Solving

Example, Math: Reading and Writing in the Content Area, Course 1, Lesson 3-9

Success for English Language Learners
3-9 Problem Solving Skill: Interpret the Quotient
Steps for Success
Step I In order to give meaning to the content of the lesson, begin using these procedures:
 • Guide students through the examples at the beginning of the lesson. Make sure students understand the problem.
 • Then work through Example 1. Help students to conclude that Kim cannot make a fraction of a bag, so she must disregard the decimal part of the quotient. This amount of skins will be left over because it is not enough to make a complete bag.
 • Ask students how many gift bags Kim could make if she calculates 7.2 bags. Explain that she could make only 7 bags, because the 0.2 is not enough for a complete bag.
Step II Ask English Language Learners to complete the worksheet for this lesson. Point out the following:
 • Problem 1 on the worksheet.
 • Think and Discuss support.
Step III Teach the remainder critically, review the rules for decimals by whole number.
Making Connections
 • Help students identify the relate the table at the end using the examples.
 1. In Example 1, the quotient (gift bags) is the decimal part of the quotient.
 2. In Example 2, the quotient needed to pull all the are needed to take a quotient was rounded.
 3. In Example 3, the length of each side of the answer.
 • Ask students to brainstorm overestimate, underestimate division problem.

- **English Language Development**
 Practice A, B, or C, Success for English Language Learners, Homework Help Online, Math: Reading and Writing in the Content Area, Interactive Problem Solving

Example, Success for English Language Learners, Course 1, Lesson 3-9

Success for English Language Learners
3-9 Problem Solving Skill: Interpret the Quotient
Problem 1

Number of students	Number of exposures on each roll	Number of rolls of film
246	+	24
	=	10.25

Think and Discuss
 1. If the teacher only bought 10 rolls of film, what would happen?
 2. Why can't the teacher use the exact quotient as her answer?



Word Choice

Reference Note
For more information on precise verbs, nouns, and adjectives, see page 000.

ONE WRITER'S REVISIONS This revision is an early draft of the short-story interpretation on page 000.

add *Most important,*
^ Jenny's actions illustrate the theme of the story. When

elaborate she hears the boar rushing toward her, Jenny is truly
She forgets to breathe; she chokes and coughs, and she even cries.
afraid. ^ However, she is brave enough to fight her fear. In

fact, she seems to want to test her courage. She does not

run or scream. Instead, she stands silently looking at the

boar's scars and "ragged ears, caked with blood." All at

add *Her fear has been replaced with sympathy when she realizes that*
once Jenny is not afraid. ^ *the boar is afraid and alone.*^

Responding to the Revision Process

1. Why do you think the writer added the phrase to the beginning of the first sentence?
2. Why do you think the writer added the third sentence to the paragraph above?
3. Why do you think the writer added a sentence to the end of the paragraph?

➤ **Second Reading: Style** Now that you have looked at the big picture, it is time to focus on your individual sentences. There are many ways to edit sentences. One way is to eliminate *clichés*. **Clichés** are expressions that have been used so often they have lost their freshness. When you hear or read a cliché, you probably do not even bother to picture the image in your mind. The last thing you, as a writer, want is to have your readers ignore your ideas. The following guidelines will help you make your writing clear and original.

PEER REVIEW

As you evaluate a peer's paper, ask yourself the following questions.

- Do I know the theme of the story?
- Do details from the story support the theme?



Style Guidelines

Evaluation Question	Tip	Revision Technique
Does the interpretation contain any clichés?	Put an X through every word or phrase that you think is a cliché.	Replace each cliché with precise words (nouns, verbs, and adjectives).



Writing 1.2b Develop the topic with precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.

Clichés

When you are writing about a short story you have read, you may want to use certain familiar expressions. Clichés, however, will weaken the punch of your writing. Here are some examples of clichés. See if you can think of others.

Examples: raining cats and dogs scared to death
tough as nails butterflies in your stomach
cold as ice busy as a bee

Replace clichés with more original wording to make your meaning clearer and more interesting. Use **precise verbs, nouns,** and **adjectives** to make your writing fresh and appealing.

The rain **pounded** the ground like a **jackhammer**.

She **zips** around all day like a **frantic** bee.

ONE WRITER'S REVISIONS

Suddenly the boar comes *crashing through the trees*
~~running like a maniac~~, and

Jenny does not have "time to scream or run."

Responding to the Revision Process

How did replacing the cliché "running like a maniac" with more precise language improve the sentence above?

PRACTICE & APPLY 6

Evaluate and Revise Your Short-Story Interpretation

- First, evaluate and revise the content and organization of your interpretation by using the guidelines on page 000.
- Next, replace any clichés in your writing. Use the style guidelines on page 000 and the Focus on Word Choice above to help you.
- If a peer reads your paper, think carefully about his or her comments before you revise.



Writing 1.2b Develop the topic with precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.



WHAT'S AHEAD?

In this workshop you will give an oral response to the short story you wrote about in the Writer's Workshop. You will also learn how to

- consider your audience
- practice a clear speaking voice and eye contact
- listen for verbal and nonverbal messages
- evaluate the oral responses of others

Giving and Listening to an Oral Response to Literature

Imagine that you have just read a story, a play, or a novel. You really liked it and want to share it with others. You could share informally, sitting in the cafeteria talking to a friend, or you could share your ideas with a group—your class, for example. When you share information, you are giving an **expository presentation**. One type of expository presentation is an *oral response*. Giving an **oral response** allows you to share information about a written work. For this workshop you will adapt the written interpretation of a short story that you wrote earlier into an oral response.

Plan Your Oral Response

Writing vs. Speaking To be an effective speaker, you will need to adapt your written interpretation instead of just reading it aloud. Listeners cannot re-read spoken words as they can written words. Therefore, it is important that you present the most important points of your interpretation clearly so that your audience can understand them.

Go by the Book The first step in organizing an oral interpretation is to find the most important points in your written interpretation. As in your written response, your **focus** will be your interpretation of the story's theme. Read over your written response.

Reference Note
For more on developing a response to literature, see pages 000–000.



Listening and Speaking 1.0 Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. 1.4 Select a focus. 1.6 Support opinions with detailed evidence. 2.3a Develop an interpretation exhibiting careful reading, understanding, and insight. 2.3b Organize the selected interpretation around several clear ideas, premises, or images.

Then, write brief sentences about the characters, setting, plot, and your **interpretation** of the theme on note cards to help you remember each idea you want to share. Include also **evidence** from your written response to support your ideas about the story's theme.

Once you have your ideas on the note cards, you can **organize** them in a logical order. You can start with the most important idea, or you can end with the most important idea. Number your note cards in the order that you want to present your ideas.

Who's Listening? Since the **occasion**, or the situation that prompts you to speak, is a class assignment, your **audience** will be your teacher and classmates. To present your **message** in an effective way, you need to consider your audience's background and interests. For example, if your audience is not familiar with the short story you are sharing, you may want to provide more details about the plot or characters. If you know that your audience will not understand a particular word, you will want to define it. Making the content of your oral response match your audience will help you achieve your **purpose**—to share information.

Deliver Your Oral Response

Bringing It to Life To become a good public speaker, you must use more than just words. **Nonverbal** communication, or body language, adds to your message. The chart below lists some ideas on how you can include nonverbal elements in your oral response.

USING NONVERBAL ELEMENTS

Nonverbal Element	Examples
Eye contact	Look into the eyes of your audience to keep your audience's attention.
Facial expression	Smile, frown, or raise an eyebrow to show your feelings or to emphasize parts of your message.
Gestures	Give a thumbs up, shrug, nod, or shake your head to emphasize a point or to add meaning to your speech.
Posture	Stand tall and straight to show that you are sure of yourself.

How you use your voice can also affect the message that you give your audience. Consider the **verbal elements** in the chart on the next page as you practice and deliver your speech.



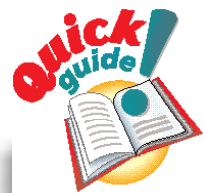
Listening and Speaking 1.4 Select an organizational structure, matching the purpose, message, and occasion to the audience. 2.0 Student speaking demonstrates a command of standard American English and the organizational strategies outlined in Listening and Speaking Standard 1.0. 2.3c Develop and justify the selected interpretation through sustained use of examples and textual evidence.

DO THIS

Reference Note
For more on order of importance, see page 000.

TIP When you are speaking in front of your teacher and classmates, you should use **standard American English**, language that is grammatically correct, so that you will be understood.





GIVING VERBAL ELEMENTS

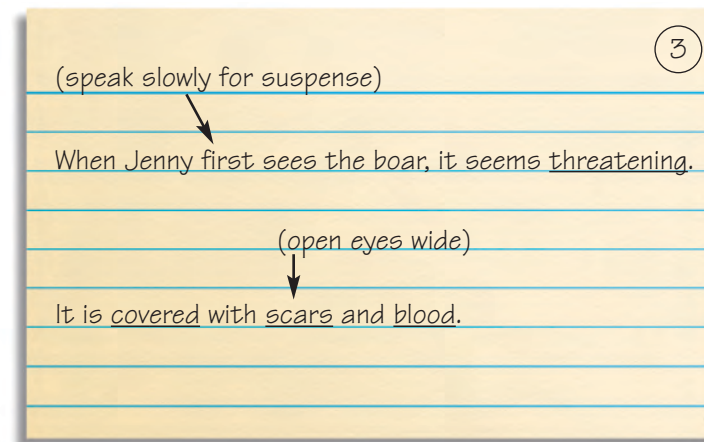
Verbal Element	Explanation
Feeling	Even though you are providing information, you should not speak in a monotone, or dull voice. Instead, show enthusiasm through your voice so that your audience will become enthusiastic about your response.
Pitch (or vocal modulation)	Your voice rises and falls naturally when you speak. If you are nervous, your voice may get higher. To control your pitch, take deep breaths and stay calm as you give your speech. Capture the audience's attention by using the pitch of your voice to emphasize key points.
Rate (or tempo)	In conversations you may speak at a fast rate, or speed. When you make a speech, you should talk more slowly to help listeners understand you.
Tone (or mood)	Since you are sharing information, the mood of your presentation should be informative. Strive to maintain an objective point of view. The tone of your voice should show that you are knowledgeable about the short story.
Volume	Even if you normally speak quietly, you will need to speak loudly when giving your oral response. You shouldn't yell, but the listeners at the back of the room should be able to hear you clearly.

Putting the Two Together When giving an oral presentation, it is important to make sure that the **nonverbal elements** of your presentation match the **verbal elements**. You can help your audience understand the main idea of your presentation by emphasizing important ideas with nonverbal elements and verbal elements that match. For example, if you are explaining how a main character develops sympathy for something she once feared, you might smile (nonverbal element) and speak with a soft voice (verbal element) at the same time.

Say It Like You Mean It To help you remember all of the verbal and nonverbal elements you want to include in your oral response, make delivery notes. Consider writing your delivery notes on your note cards in a color different from that of your speaking notes. You can also draw an arrow from each delivery note to the exact place in your oral response where you will include a gesture or change in vocal expression. You might also underline words that you want to emphasize. On the next page you will see an example from a note card for an oral response to “Boar Out There.”



Listening and Speaking 1.4 Match the vocal modulation to the audience. **1.5** Emphasize salient points to assist the listener in following the main ideas and concepts. **1.7** Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.



Finally, remember that the best way to get your ideas across and keep your audience's interest is by being yourself. Let your personality come through in your words, your delivery, and your enthusiasm.

Polish Through Practice Practice your oral response out loud and standing up. Practice it over and over until all the words are familiar and you are comfortable with all the gestures, movements, and facial expressions you want to include. Practice with a friend or in front of a mirror, or use a tape recorder or videorecorder to figure out what parts of your presentation need work.

On the Spot As much as you may plan and practice, be prepared for the unexpected during your presentation. If you are interrupted by a noise, speak louder or pause until the noise stops. If you forget a gesture, keep going. In addition, be flexible. Let your audience help you—pay attention to their responses, and adjust your delivery if your audience seems confused or bored. Remember that your goal is to give an interesting, entertaining, and informative talk.

PRACTICE & APPLY 8

Plan and Deliver an Oral Response to Literature

Use the guidelines on pages 000–000 to deliver an oral response.

- Write content and delivery notes on note cards.
- Practice your oral response.
- Deliver your oral response, making adjustments when necessary.
- Ask your audience for feedback.



Listening and Speaking 2.0 Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., exposition). Student speaking demonstrates the delivery strategies outlined in Listening and Speaking Standard 1.0. **2.3** Deliver oral responses to literature.

CHAPTER 27

World War II and the Cold War (1939–1960)

Some Texas soldiers wore patches with the saying "Remember the Alamo" during World War II.



Texan Audie Murphy earned many medals and honors for his service in World War II.



As Texas cities grew in population and size, more people commuted to work and other places.

Lubbock native Buddy Holly was an early rock 'n' roll star.



1941 Large numbers of Texans volunteer for military service in World War II.

1944 The U.S. Supreme Court declares the Texas white primary unconstitutional.

1945 Texan Audie Murphy receives the Medal of Honor for stopping a German tank attack in France.

1951 More than 3 million automobiles are registered in Texas.

1954 Allan Shivers successfully runs for a third term as governor.

1957 Texas women call for an equal rights amendment to the state constitution. **1959** Texas musician Buddy Holly is killed in a plane crash.

1960 The U.S. Supreme Court rules that Texas owns Gulf coastal tidelands up to a 10.35-mile limit.

1939

1939 Germany invades Poland, leading to World War II. **1941** Japanese forces attack U.S. Navy ships at Pearl Harbor.

1942

1944 Allied troops launch D-Day, an invasion on the European continent.

1945

1947 President Harry S. Truman announces that the United States will help other nations that are fighting communism.

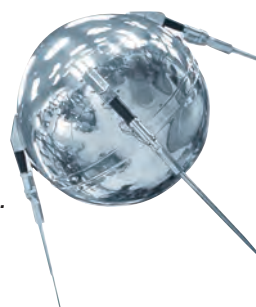
1948

Many Americans saw the expansion of communism as a threat to democracy.



1951

The launch of the Sputnik satellite stunned Americans and began a space race.



1954

1957

1957 The Soviet Union launches Sputnik, the first artificial satellite.

1960

1960 The Soviets shoot down a U.S. spy plane.

U.S. and WORLD



In early 1945, U.S. troops won a significant battle against Japanese forces on the Pacific island of Iwo Jima.

Build on What You Know

The New Deal helped Texans during the Great Depression. Nations around the world also struggled during this time. Another world war broke out after nations in Europe and Asia threatened their neighbors. War brought many changes to Texas.

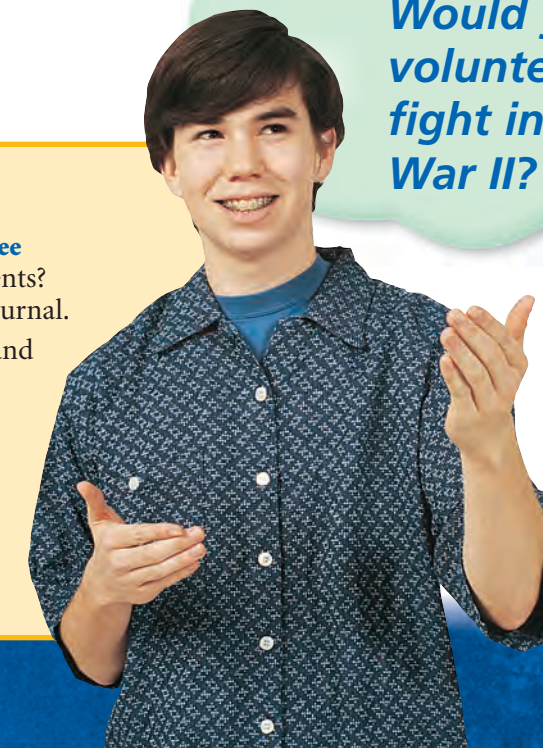
You Be the Historian



What's Your Opinion? Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

- **Economics** A war can transform and improve a nation's economy.
- **Constitutional Heritage** Individuals must sometimes struggle to protect their constitutional rights.
- **Science, Technology & Society** Industrial development always affects population distribution.

If you were there . . .
Would you volunteer to fight in World War II?



The Urbanization of Texas

Read to Discover

1. What industries contributed to the urbanization of Texas, and what kind of jobs did those industries provide?
2. How did American culture change in the 1950s?

Why It Matters Today

Texas cities grew rapidly in the 1950s. Use CNNfyi.com or other **current events** sources to learn about the effects of growth of Texas cities today. Record your findings in your journal.

Define

- **commute**

Identify

- Robert Rauschenberg
- Katherine Anne Porter
- Buddy Holly
- Roy Orbison



The Story Continues

Lubbock High School student Buddy Holly wanted to be a rock 'n' roll star. His parents had encouraged his musical talents, and he had performed publicly since he was five. He was already a regular on Lubbock radio station KDAV's *Sunday Party*. Not long after graduating from high school he signed a recording contract. His song "That'll Be the Day" became a huge hit. Soon he and his band were playing concerts at packed houses across the country.

★ Urban Growth

Buddy Holly's career began in a time of major change in Texas. During World War II some 450,000 people moved to Texas to take advantage of the state's economic growth. Most of these people settled in urban areas. By 1950 some 7.7 million people lived in Texas, a 20 percent increase over the 1940 population. In 1960 the state's population reached some 9.6 million.

As the population grew, Texans experienced urbanization. Urbanization occurred more slowly in Texas than in the United States as a whole. However, the shift from rural to urban in the 1940s was still dramatic. Between 1940 and 1950 the number of Texans living in urban areas increased from 45 to 60 percent. Houston became the fastest-growing urban area in the nation. During this decade, the rural population of Texas dropped by 600,000. This occurred partly because many



Buddy Holly's popularity increased after he appeared on national TV variety shows.

African Americans left the state's rural communities to seek better jobs in the cities of Texas or the North.

Industries that had grown rapidly during World War II continued to draw people to cities. Texans worked for aircraft manufacturers, electronics firms, oil refineries, and ship manufacturers, among other businesses. These and other industries dramatically changed the look of Texas cities. In 1955 a national news magazine noted that "quiet [Texas] towns are being transformed, almost violently, into large cities with towering skylines." A journalist offered his description of Dallas.

Texas Voices

"It is . . . the undisputed leader of finance, insurance, distribution, culture and fashion for this land. . . .

Everything in Dallas is bigger and better; the parties are plushier, the buildings are more air-conditioned. . . . And in all of these things, it is finally a monument to sheer determination."

—Holland McCombs, quoted in *Dallas Public and Private*, by Warren Leslie

★ Reading Check Finding the Main Idea What major industries contributed to the urbanization of Texas? **aircraft manufacturers, electronics firms, oil refineries, and ship manufacturers** [⊕ 7.12B, 7.21B]

★ Transportation

The continued popularity of the automobile helped the process of urbanization. Between 1945 and 1950, the number of cars in Texas rose from 1.7 million to some 3 million. To handle these cars, Texans built thousands of miles of new roads. Between 1940 and 1950, the number of paved roads in Texas increased from some 19,000 to 34,000 miles. These roads linked Texas cities to one another. Cities such as Dallas and Houston also built four-lane expressways to speed the movement of traffic within these cities. These expressways became part of the interstate highway system that the U.S. Congress authorized in 1956.

Rural Texans also benefited from the spending on roads. In 1945 the state began paving rural roads to help farmers get their goods to market. The program proved popular, and in 1949 the state government agreed to spend \$15 million a year to upgrade rural farm-to-market roads.

Texas air transportation also expanded. As early as 1927, airlines had begun offering passenger service to Texans. Dallas became a stopover for many coast-to-coast flights because of its central location. Love Field in Dallas soon became one of the nation's busiest airports. Texas also served as a gateway for people traveling to and from Latin America. Brownsville served as a hub for many of these flights. In addition, an increasing number of Texas businesses bought and operated private airplanes. Although not as common as today, air transportation during the 1950s was increasingly important.

★ Reading Check Analyzing Information How did improvements in transportation affect the development of Texas? **New roads linked Texas cities and helped farmers move goods to market. Texas became a stopover for many coast-to-coast flights. The state was also a gateway for people traveling to and from Latin America by air.** [⊕ 7.9C, 7.21B]

Analyzing Primary Sources

Identifying Bias What statements in this primary source reflect the biases of the author? **Phrases such as "It is the undisputed leader" and "Everything is bigger" reflect an exaggerated view that favors Dallas.** [⊕ 7.21A, 7.21F]

CONNECTING TO Music

Buddy Holly and Rock 'n' Roll

One of the most popular early rock 'n' roll musicians was Lubbock native Buddy Holly. He taught himself how to play guitar and in 1957 formed a band, the Crickets, with two friends. Their second record, "Oh Boy!" sold nearly 1 million copies. Holly and the Crickets toured widely and appeared on popular TV shows. In 1959 Holly died in a plane crash. Artists including the Beatles and Bruce Springsteen have pointed to Holly as an important influence.

What influence did Holly have on music in the United States?



Connecting To Literature

Katherine Anne Porter

Texas author Katherine Anne Porter is a nationally known fiction writer. Born in Indian Creek, Porter grew up in San Antonio, Kyle, and Victoria. On the various occasions when her family came together, family stories were told and retold. Many of Porter's stories focus on family life and are set in Central Texas. She won the 1966 Pulitzer Prize for The Collected Stories of Katherine Anne Porter. In this excerpt from a collection of essays, Porter describes her subject matter and writings.

I write about Mexico because that is my familiar country. I was born near San Antonio, Texas. My father lived part of his youth in Mexico, and told me enchanting stories of his life there; therefore the land did not seem strange to me even at my first sight of it. . . . I have been accused by Americans of a taste for the exotic. . . . Maybe so, for New York is the most foreign place I know, and I like it very much. But in my childhood I knew . . . the German colonists in Texas and the Mexicans of San Antonio country, until it seemed

to me that all my life I had lived among people who spoke broken, laboring tongues, [and] who put on with terrible difficulty. . . . I have never thought of these people as any other than American. . . . All the things I write of I have first known, and they are real to me.



Understanding What You Read

1. Literature and History How does Porter's writing reflect the history of cultural groups in Texas?

2. Literature and You How do different culture groups in your community maintain their culture while adapting to a larger Texas culture?

★ 1950s Culture

The rise of urban areas and the popularity of cars led to the boom in suburbs. The postwar economic prosperity allowed many Texas families to buy their own homes. By 1960 tens of thousands of Texans lived in suburban neighborhoods. Parks, schools, and public services were provided in the suburbs. Suburban life depended heavily on the car. Texans living in the suburbs chose to **commute** to their jobs, meaning they lived in one area but drove elsewhere to work. Rather than going to town to shop, people in the suburbs drove to small roadside shopping centers, often called strip malls. Fewer than 10 such malls existed in the United States in 1946, but by the late 1950s, there were some 4,000.

During the 1950s wages for many Texans in the suburbs and elsewhere increased even as their work hours declined. With more leisure time, many Texans went to art galleries, concerts, theater productions, and the movies. Texans such as **Robert Rauschenberg** became well-known artists. Movies about Texas and the American West were very popular. The hit movie *Giant*, starring James Dean, Rock Hudson, and Elizabeth Taylor, showed wildcatters and life on an enormous Texas ranch. Texas literature also grew in popularity as writers such as **Katherine Anne Porter** published works about Texas.




The movie *Giant* was filmed near the West Texas community of Marfa.

Texans also enjoyed a new form of communication and entertainment that arrived in the late 1940s—television. The first Texas television station was WBAP-TV in Fort Worth. In 1950 the Dallas–Fort Worth area had three stations, San Antonio had two, and Houston had one. The nation's first educational station, KUHT, began broadcasting in Houston in 1953. Although few Texans owned TV sets in 1950, television soon became a common feature in every Texas home. People began receiving much of their news and entertainment from television.

Television allowed Texans to see performances of a new kind of music that was popular with American teenagers. Rock 'n' roll had roots in African American blues music. In the 1950s white performers such as Elvis Presley brought this music to teenagers. The young people of America loved it. Texans such as **Buddy Holly**, **Roy Orbison**, and J. P. Richardson, known as the “Big Bopper,” became popular rock 'n' roll artists. After Holly performed on *The Ed Sullivan Show*, the host asked him about his rapid success. Holly responded, “Well, we've had a few rough times, I guess you'd say, but we've been real lucky getting it this quick.”

Texans also entertained themselves by playing or watching sports. Towns and cities formed teams for children and adults in baseball, football, and softball. Fans turned out to support high school and college teams across Texas. Millions of Texans swam or played golf or tennis. In addition, the first professional sports teams were organized in Texas in the postwar years. Texas women formed the first two organizations of female athletes in the United States, the Women's Professional Rodeo Association in 1948 and the Ladies Professional Golf Association in 1949. Texans across the state enjoyed their leisure time as never before.

✓ Reading Check Summarizing How did many Texans spend their leisure time in the 1950s? **Texans went to concerts, theater productions, and the movies, watched TV, and played or watched sporting events.**  **7.21B**

CONNECTING TO THE ARTS

Robert Rauschenberg

Modern art grew in popularity during the 1950s. One of the most noted artists was Texan Robert Rauschenberg of Port Arthur. He served in World War II and later studied in Paris. He became well known for his “found art”—art from objects he found. One of his most famous works, *Monogram*, was made from an old stuffed goat and a tire. Today Texans can see Rauschenberg's work in museums across the state. **How did Robert Rauschenberg become a well-known artist?**



Robert Rauschenberg/License by Vaga, New York, NY

 **Section 3 Review**  **Questions 3, 4a, 4b**  **Homework Practice Online**
keyword: ST3 HP27

1 Define and explain:

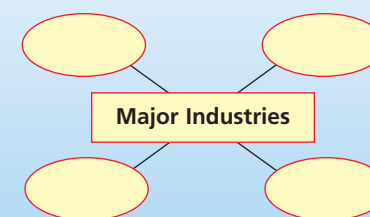
- commute

2 Identify and explain:

- Robert Rauschenberg
- Katherine Anne Porter
- Buddy Holly
- Roy Orbison

3 Summarizing

Copy the graphic organizer below. Use it to list the major industries that contributed to the urbanization of Texas and describe the types of jobs Texans had in those industries.



4 Finding the Main Idea

- What economic factors led to the urbanization of Texas?
- How did transportation improvements affect the urbanization of Texas?

5 Writing and Critical Thinking

Analyzing Information Imagine that you are a young person growing up in the 1950s. Write a letter to a friend describing what you and your friends do for fun.

Consider the following:

- movies, television, and music
- sports that you and your friends play