

**Grade 07 Social Studies Unit 09 Exemplar Lesson 02: Populating the State****Immigrants to Hill County: Heart of Texas Tales Website Component****Activities****I. Content Delivery: Processing information****[TEKS 7.8A, 7.11A, 7.11B, 7.19A, 7.19B, 7.21B, 7.21C, 7.22C]**

Select one of the three listed options for delivering the content of this lesson:

- A. Students use the outline (in the Content Delivery document) to fill in notes from the instructor's lecture in order to trace the different immigrations of people who have populated Hill County. They work it as they listen to the instructor give the lecture on the elaborated "Immigration to Hill County-supplement;" or
- B. Students work in pairs to "buddy read" the elaborated "Immigration to Hill County-supplement" and then fill in with their notes on the outline provided, or
- C. Students use the outline provided alone to gain a more superficial overview of the content (leaving out the "Immigration to Hill County-supplement" document), participating in class discussion as they read through the outline.

As they come upon references to links on the **Heart of Texas Tales** website, the students read through the relevant sections of the website pages that correspond to the targeted lesson. (Relevant paragraphs for reading are provided next to the title of each section in the outline, noted as (§1-4) for paragraphs 1-4.)

**II. Role-Play Groupwork:****[TEKS 7.11A, 7.11B, 7.19A, 7.19B, 7.21B, 7.21C, 7.21D, 7.22C, 7.22D]**

*[Consider giving the students the option of creating a sock puppet show with the **Popplet Lite** free app on their mobile devices. They can record their voices for the different puppet characters and the puppets' mouths will sync to go with the words.]*

Teacher projects or lists in front of the classroom, the following articles from the **Heart of Texas Tales Website** that lend themselves to reenactment:

- 1) [People: Alphons Urbanovsky](#), Czech descendant who invented the air-conditioned combine;
- 2) Immigration of James and Isabella Wood from Scotland in [Events: Founding of Hill County](#), (§5-7) including link to [Family Letter to Scotland](#);
- 3) Indian Raids on Hill County families, based on Texas Ranger Buck Barry's journals... (supplement in Teacher Materials);
- 4) [Events: Crash at Crush](#) train crash publicity stunt (using as accompaniment to their skit the music that African American Scott Joplin composed to celebrate the event);
- 5) [Everyday Life: Andrews Café](#), the Greek immigrants' enormously successful business that attracted such famous visitors as Lyndon Johnson, John Nance Garner, Gov. W. Lee O'Daniel, Gov. John Connally, Bonnie and Clyde, Raymond Hamilton, John Wayne, Roy Rogers & Dale Evans, Elvis Presley, Mae West, Hank Williams, Van Cliburn, Tom Mix, Doak Walker, Babe Didrickson Zaharias, the Light Crust Doughboys and others.

*[To divide the class into groups for role-play, have them designate the topic of their choice in writing in **Today's Meet** on their mobile devices (or on a slip of paper). This will help assure that students get into groups by individual interest instead of in popularity cliques. If a particular group attracts too many students, break it into 2 groups who will role-play the same topic. If a certain topic does not attract any students, just omit it from the choices. Don't urge unwilling students to change into a group if its topic does not appeal to them.]*

In the new groups of 3-4, (self-selected by which role-play topic they want to participate in) students once more 'buddy read' their groups' choice of the event from the website and/or supplement materials that they will prepare a dramatic interpretation of. Their role-play skit should depict the aspect of life they selected and elaborate with their imagination what life was like during that time. Students plan the script together, but individual actors can then more or less improvise their parts, based on the group's planning and rehearsing.

After completing the task, groups share their presentation with the class. The cast of characters should decide on and conclude their role-play by recounting two of the following options: 1) one or two reasons they would have liked to have lived in that time and/or situation, 2) one or two reasons they would not have liked living then, and/or 3) some way that they have observed in today's life in Hill County how a particular ethnic group has contributed to contemporary life here and around Hill County.

**III. Today's Meet Decision-Making:** Have the class indicate on their mobile devices (or by a show of hands)

- A. Which group did the best job making life in Hill County come 'alive' for the class; and
- B. Which group came up with the most interesting observation/interpretation of how a particular ethnic group has contributed to contemporary life here and around Hill County.

**IV. Creative Writing/Art for Understanding:**

**[TEKS 7.11A, 7.21C, 7.21D, 7.22C, 7.22D]**

*[Consider allowing the students the option of creating their cartoon using the **Pixntell** free app on their mobile devices. They can create their own drawings or mix-and-match drawings with photos and record their voices reading the script they compose. Note that the free app limits the number of images they can use to five, which should be ample for any project.]*

Students create one of the following:

- A. A letter back home to relatives describing the richness of the land and opportunities on this new Texas frontier, along with the hazards; or
- B. A newspaper ad or poster designed to lure new settlers to this part of Texas. (N.B.: *If individual students have done this activity in another unit, they should select another focus and/or option.*)
- C. A comic strip depicting a land agent trying to lure residents of another country to move to Texas. Include all the appealing aspects of the adventure that the land agent describes in his sales pitch, and innumerate the questions and concerns that the man being recruited and his family express about the proposal. They should ask questions about the rumors they have heard of the dangers that exist in that untamed part of the world.

**V. Mapping:**

**[TEKS 7.8A, 7.11A, 7.11B, 7.21B, 7.21C, 7.21H, 7.22C]**

- A. Origins of immigrants to Hill County

1. Working as a whole class and guided by the teacher, students work together to locate on maps (projected at the front of the classroom) where the different countries/continents are located from which immigrants to Hill County came. (Include Europe, England, Scotland, Germany, different areas of the Czech republics, Greece, Africa, Mexico, as available in HoTT Teacher's Resource materials for this unit.)
  2. If students are acquainted with persons/families in Hill County today who come from or descend from another country not already mentioned, they can point them out and the class can work together to find that place of origin on one of the maps.
  3. Working in pairs on individual hardcopies of maps showing the same areas as used in the whole-class activity, students mark on their maps the countries/continents of origin of Hill County immigrants. They then draw arrows bringing each group from their home country/continent to Hill County.
- B. Routes taken by Texas immigrants to reach Hill County
1. The Outline Map of Texas with Cities is projected in front of the classroom. Teacher guides the students through the discovery of the locations of the Port of Galveston, and the cities of Houston, Dallas, Fort Worth, and Waco.
  2. Students are given individual copies of the Outline Map of Major Rivers of Texas. Using the Outline Map of Texas with Cities (projected at the front of the classroom) as a reference tool, students use a colored pencil to color in the markings for the Port of Galveston, Houston, Dallas, Fort Worth and Waco. Then they put a star at their estimated location of Hill County, between Fort Worth, Dallas and Waco.
  3. Using two different colors of pencil, students trace the Trinity and Brazos Rivers from the Port of Galveston, Houston, and onward north until parallel with Hill County. For the Trinity River trail, they then continue their marking with the same color pencil, but using hash marks to indicate the trail that the settlers would have taken over land to reach Hill County, stopping at the Brazos River. With another color of pencil, students mark the route of the Brazos River, stopping where they estimate Fort Graham would be.

Students are given individual copies of the 3 maps and work in pairs to recreate the identification of the same sites of origin of Hill County immigrants as identified in the whole class activity.

[*Supplementary Teacher Materials on European and Mexican immigration:* 1) Europe slideshow.ppt; 2) Map of Military Alliances of WWI.pdf; 3) Outline map of North Atlantic & Europe.pdf; and 4) Major rivers of Texas map for showing travel routes from Galveston to Hill County.]