

**Grade 07 Social Studies Unit 09 Exemplar Lesson 01: Cotton, Cattle, and Railroads**  
**Sub-Lesson: The Removal of the American Indians**

**Hill County Component**

**Based on Heart of Texas Tales Website**

**Content Delivery**

**(Presence &) Removal of the American Indians**

Background from SCOPE sub-lesson: Unlike other southern states, Texas rebounded quickly after the Civil War and laid the foundation for a modern Texas. The United States quieted the western frontier of the state by removing Indian tribes from the Texas Plains onto reservations. The cattle and agriculture industry grew with cotton emerging as the primary crop. By the turn of the 20th century, railroads and ports connected Texas and its products to the rest of the world. Between 1865 and 1900, Texas recovered from the devastation of the Civil War and prepared for exerting a powerful influence on the nation during the 20th century and 21st centuries.

**Interactive Website Lecture & Outline Development:** As students do a group oral reading of certain sections of the website pages that correspond to the targeted lesson, teacher organizes notes on an overhead transparency projected at the front of the room, or on the white board. Teacher first identifies the theme of the lesson, “(Presence &) Removal of the American Indians,” and then guides students to the website pages & sections to be read aloud in turns. (Relevant paragraphs of readings are provided next to the title of each section in the outline, noted as (§1–4 ) for paragraphs 1-4.)

As different aspects relevant to the theme are revealed during the reading, students point them out and teacher lists them in the outline. The **bolded entries** are provided by the teacher, and the **non-bolded** ones are to be identified by the students, which the teacher then enters into the outline, at times guiding students to discover them. (It is not critical that all elements be mentioned by students, nor to list them in the order given in the key below, which strictly follows the sequence of the readings.)

Upon completion of the Interactive Lecture, teacher can provide students with a copy of the outline that the class created.

**(Presence &) Removal of the American Indians**

- I. **Carver Homestead** (§1-4) – (under “[Places](#)” tab)
  - A. Proximity to Fort Graham (6 miles)
  - B. Provided some protection from marauding Indians (discuss meaning of ‘marauding’ = *raiding a place in search of plunder*)
  - C. Description of life in those days
- II. **Fort Graham** (§1-3; 8-10) – (under “[Places](#)” tab)
  - A. Fort opened - March 1849
  - B. A new sense of security
  - C. Indians didn’t attack fort
  - D. But they kept attacking homesteads
  - E. Settlers camped out near fort barracks until safe to return home

- F. Indians started westward movement in 1853 when some settlements were established to the west
- G. Fort Graham was abandoned
- H. Indian stone-points discovered by archeologists in 1970's
- I. Use of Indian stone-points (on atals, hurled as sling-shot style weapons)
- III. **Brazos River Ferries** – Where the Brazos River got its name (§1-6) – (under [“Everyday Life”](#) tab)
  - A. Original Indian name of Toschanhono
  - B. Later named “El Rio los Brazos de Dios,” for “The River of the Arms of God”
  - C. Legend of a Spanish missionary fleeing a band of Indians
  - D. Legend of Juan and María
- IV. **Gathings College** (§1-3) – (under [“Places”](#) tab)
  - A. Gathings was a relative of U.S. President Andrew Jackson
  - B. Proximity of José María Village to Gathings’ home
  - C. Chief & Indians often visited Gathings’ home
  - D. Traded hides for red calico
  - E. Indians believed land was rightfully theirs
  - F. Never harmed the family
  - G. Established town of Covington
  - H. Only restriction to moving there – no strong drink sold
  - I. One of first ‘dry’ areas in Texas
- V. **Underwater Ghost Town** (§1-2) – (under [“Places”](#) tab)
  - A. Community of Towash
  - B. Named for Chief Towash of the Hainai Indian tribe
  - C. One of the 3 peaceful tribes to settle on the eastern shore of the Brazos River around 1835
  - D. Inundated (flooded) in 1950's with building of Lake Whitney
  - E. Originally supposed to be the site of Fort Graham, but site was moved 6 miles upstream
- VI. **Founding of Hill County** (§5-9) – (under [“Events”](#) tab)
  - A. James and Isabella Wood from Scotland were early organizers of Hill County
  - B. Bought land in Bosque County “sight unseen” through a land agent (*Discuss who land agents were & what they did.*)
  - C. When the Woods discovered the presence of Indians there, they moved east of the Brazos River to the safety of the Fort Graham area, which later became Hill County
  - D. James Wood was first naturalized citizen in Hill County.
  - E. Description of land in letters and newspaper ads
  - F. Description of westward movement
- VII. **Cell Block Museum** ([Places: Museums](#), scroll far down left sidebar)
  - Native American artifacts and arrowheads are on display