

## Grade 07 Social Studies Unit 09 Exemplar Lesson 02: Populating the State

### Immigrants to Hill County: Heart of Texas Tales Website Component

#### Content Delivery

Between 1865 and 1900, the population of the state of Texas began to grow as a result of the immigration of people from all over the United States and the world. In this lesson, students will analyze why people came to Texas, and specifically Hill Country, where they settled and how they influenced the culture of Texas.

*[Note: For the sake of continuity, immigration and influence of peoples of different cultures who came to Hill County are treated here, even if their arrival and influence preceded 1865 or extended beyond 1900.]*

This document provides an outline of a lesson that includes the contributions of the German and Czech cultures to central Texas/Hill County, some Scottish and Greek immigrants who had a positive impact, as well as the development of the African-American and Hispanic populations.

It can be used in one of three methods:

- A. Students use it 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 some notes on the outline below, or
- C. Students use only the outline provided to gain a more superficial overview of the content, participating in class discussion as they read through the outline.

This lesson includes nine links to different articles on the **Heart of Texas Tales** website.

*[Supplementary Teacher Materials on European immigration: 1) Europe slideshow.ppt; 2) Supplement: Letter to Scotland Detailing Hardships of Immigrants Travelling to Hill County (also linked from [James Wood](#) in **HoTT** website, [Events: Founding of Hill County](#)) with 3) Transcription of Letter to Scotland (also linked from [James Wood](#) in **HoTT** website, [Events: Founding of Hill County](#)); 4) Supplement: Excerpt of Immigrant Isabella Wood's Letter to Scotland Describing Life Near Fort Graham 5) Supplement: James Wood Relocates to Escape Indians, with Texas Ranger Buck Barry's Detailing of Indian Troubles; 6) Map of Military Alliances of WWI.pdf; 7) Outline map of North Atlantic & Europe.pdf; 8) Outline map of major rivers of Texas for showing travel routes from Galveston to Hill County; and 9) Map of major rivers of Texas with counties.]*

### **Outline of “Populating Hill County – Immigration (with space for student notes)”**

- I. First traces of human inhabitants in Hill County – 1300’s
  
- II. Indian tribes
  - A. 1700’s-
  
  - B. 1800’s-
  
- III. First Europeans
  - A. 1786 – A Spanish expedition going from Santa Fe to San Antonio stopped at a Tawakoni Indian village on the east side of the Brazos River
  
  - B. 1801 – First Anglo established a camp near Blum at Battle Creek
  
  - C. Stephen F. Austin’s survey map of 1822 for his land grants included the Hill County area [[HoTT webpage link to Carver Homestead](#) (§2)].
  
- IV. By 1850, persons of German birth or descent already constituted more than 1/5 of the total population of Texas. They were the largest ethnic group in Texas derived directly from Europe.  
[*Supplementary Materials on European immigration*: Europe slideshow.ppt; Map of Military Alliances of WWI.pdf; Outline map of North Atlantic & Europe.pdf]
  
- V. In the early 1800’s, the Czechs were contributing much culture and heritage to Texas. [[HoTT website links to People: Alphons Urbanovsky](#); [Everyday Life: Interurban Electric Railway](#); & [Everyday Life: Cotton is King](#)].

- VI. Immigrants from the British Isles, including James and Isabella Wood from Scotland, were lured here by “land agents” with promises of land at 25 cents an acre. [[Heart of Texas Tales](#) website link to [Events: Founding of Hill County](#) (§5) and to see 1) [Scan of original hand-written family letter sent back to Scotland detailing hardships suffered by immigrants travelling to Hill County](#) and 2) [Typed transcription of that letter](#). Access supplemental documents from the [Teacher Resources](#): 3) [excerpt of immigrant Isabella Wood’s letter describing life near Fort Graham](#); and 4) [James Wood relocates home to escape Indian troubles](#), excerpted from Texas Ranger Buck Barry’s journals.
- VII. For African Americans, immigration came principally through slavery. [[HoTT website link to Events: Crash at Crush](#) for story and to hear Scott Joplin recording.]
- VIII. Most early Hispanic Texans were situated in central and southern Texas, where they made their livelihood as field workers.
- IX. Other ethnic populations came in small numbers to Hill County, more or less by happenstance. [[HoTT website links to Everyday Life: Andrews Café](#) for story of Greek immigrants passing through on the [\(Everyday Life:\) Interurban Electric Railway](#) who decided to move to Hillsboro and open a café that stayed in business from 1916 - 1969.]
- X. During the 1980’s minority populations in general had grown considerably in the state.

**TEKS - The Texas Essential Knowledge and Skills (TEKS) accessed in this lesson are:**

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

7.8A Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries.

7.8B Analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

**7.11 Geography.** *The student understands the characteristics, distribution, and migration of population in Texas in the 19<sup>th</sup> century. The student is expected to:*

7.11A Analyze why immigration and migration to Texas in the 19<sup>th</sup> century have influenced Texas.

7.11B Analyze how immigration and migration to Texas in the 19<sup>th</sup> century have influenced Texas.

**7.19 Culture.** *The student understands the concept of diversity within unity in Texas. The student is expected to:*

7.19A Explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.

7.19B Describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture.

**7.21 Social studies skills.** *The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:*

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.

7.21D Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.

7.21H Use appropriate mathematical skills to interpret social studies information such as maps and graphs.

**7.22 Social studies skills.** *The student communicates in written, oral, and visual forms. The student is expected to:*

7.22C Transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.

7.22D Create written, oral, and visual presentations of social studies information.