

**United States History/Geography Integrated Lesson Plan
The Geographic Influences on Texas Settlement: 1821-1861**

Name: N. Frank Marshall School: Katy Jr. High District: Katy ISD		Subject: U. S. History Grade: 8 th Grade
Description of Lesson:		
Class Time Required: 100 Minutes	The lesson is an analysis of various maps of Texas between 1821-1861 that will be used to show the settlement and development of Texas by various ethnic groups.	
Grade Level: 8 th Grade		
Purpose/Objectives (student outcomes): The student will be able to: 1. Determine the cause(s) of settlement in Texas and the reasons for particular areas to develop.		
Best of Both Worlds: Period # 6 Economic Growth and Expansion: 1820 to 1861 (E) Westward migration: Geographic influences for new centers of growth and settlement (Where were the centers? Why were they in these locations?) Settlement and development of Texas. TEKS: 8 th Grade Social Studies 6 - History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: (E) Identify areas that were acquired to form the United States. 24 - Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to: (C) Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved. 10 - Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. 11 - Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (A) Locate places and regions of importance in the United States during the 18th and 19th centuries.		
National Geography Standards: The World in Spatial Terms - Geography studies the relationships between people, places and environments by mapping information about them into a spatial context. Places and Regions - The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. Human Systems - People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The Uses of Geography - Knowing geography enables people to understand the relationships between people, places, and environments over time.		
Fundamental Themes: Location - Every point on Earth has a specific location, which is absolute and relative. Place - All places have characteristics that give them meaning and character and distinguish them from other places on earth. Movement - People interact with other people, places, and things almost every day of their lives. The specific applications of the above themes for this lesson are: 1. The settlement of Mexican Texas through the Empresario system, and as seen by a westward expanding America and: 2. The location of settlement in Texas by immigrating Americans and Europeans.		
Procedures (how this activity will be carried out in the classroom):		
Focus/Motivation (Gaining student interest):	With the initials G.T.T. (Gone to Texas) posted at various places within the classroom and prominently displayed on the door, the teacher passes out a sheet with the title G.T.T. and asks the students to identify the slogan. Then, either as a transparency or a class set, the article from The Handbook of Texas (or another source on the term) is given to the students for	

	<p>them to selectively highlight along with a list of questions to answer after reading. The student will draw a pictorial depiction of the term G.T.T. as a cover to the set of Texas maps each student will receive.</p>
<p>Explanation (Including modeling):</p>	<p>Once the map cover is complete, each student will receive a set of maps that include the following features: climate (rainfall and rivers); ethnic settlements (1836 & 1850); empresario grants; early towns; patterns of settlement. After the map cover is completed the students will select the ethnic group they are identified with, or they may select from another ethnic group that is of interest to them.</p> <p>The students answer the questions from the maps: How did your chosen ethnic group get to Texas, and when they got here, where (generally) did they settle - possible town or geographic area? The students will use a mind map to complete this activity. The mind map will be an outline map of Texas. The pictures, symbols, colors, and shapes must show some place names in Texas between 1821-1861, such as towns (San Antonio) and rivers (Brazos).</p>
<p>Assessment (how student achievement will be measured): Map Cover (G.T.T.) - 25% (rubric to include color, creativity, and accuracy of depiction; Mind Map- 75% (rubric to include physical features, such as rivers; town(s) close to settlement of ethnic group chosen; and pictorials of the ethnic group displayed with color, creativity, and accuracy.</p>	
<p>Extension/Enrichment: Students may: (1) Compile a list of web sites related to Texas history and geography for future research and interest. This should be done by topic. (2) If access to the Internet is not possible, an annotated bibliography could be compiled using the school library. (3) Check out a book from the school library, and do a one-page report.</p>	
<p>Materials: Student Materials: map pencils, highlighters; student sets of G.T.T. information and cover sheet, student set of various maps, including blank Texas maps used for mind maps.</p>	

GTT Reading

G.T.T. The initials G.T.T. ("Gone to Texas") came into use in the first half of the nineteenth century, when Texas had the reputation for producing and harboring outlaws. The letters were often chalked on the doors of houses in the Southern states to tell where the occupants had gone, but the exact date at which they came to be a synonym for "at outs with the law" is not known. Frederick Law Olmsted,^{qv} in his *Journey Through Texas* (1857), says that residents of other states appended the initials to the name of every rascal who skipped out, and that in Texas many newcomers were suspected of having left home for some "discreditable reason." In 1884 Thomas Hughes, in the preface of his book *G.T.T.*, observed, "When we want to say that it is all up with some fellow, we just say, 'G.T.T.' as you'd say, 'gone to the devil, or 'gone to the dogs.'"

Bibliography: Ramon F. Adams, *Western Words: A Dictionary of the Range, Cow Camp, and Trail* (Norman: University of Oklahoma Press, 1945). J. Frank Dobie, *The Flavor of Texas* (Dallas: Dealey and Lowe, 1936). William R. Hogan, *The Texas Republic: A Social and Economic History* (Norman: University of Oklahoma Press, 1946; rpt. 1969). John W. Thomason, *Gone to Texas* (New York: Scribner, 1937).

Recommended citation:

"G.T.T." *The Handbook of Texas Online*.

<http://www.tsha.utexas.edu/handbook/online/articles/view/GG/pfg1.html> [Accessed Tue Jun 15 14:59:21 US/Central 2004].

Questions on the article: G.T.T.

What does the term G.T.T. mean? _____

Where were the letters often found? _____

The letters came to be a synonym for what phrase? _____

RUBRICS

Evaluation: using a 1-4 scale (4=excellent, 3=good, 2=fair, 1=poor) assess student

performance as follows:

A. Map Cover- G.T.T.

For 4 points, the student successfully creates a cover containing pertinent information related to the task.

For 3 points, the student is largely successfully in creating a cover containing pertinent information related to the task. For 2 points, the student is largely unsuccessfully in creating a cover containing pertinent information related to the task.

For 1 point, the student does not successfully create a cover.

B. Map Analysis- (for Mind Map)

For 4 points, the student successfully analyzes maps to identify pertinent information related to task.

For 3 points, the student successfully analyzes maps but does not identify enough pertinent information or includes some irrelevant information related to task.

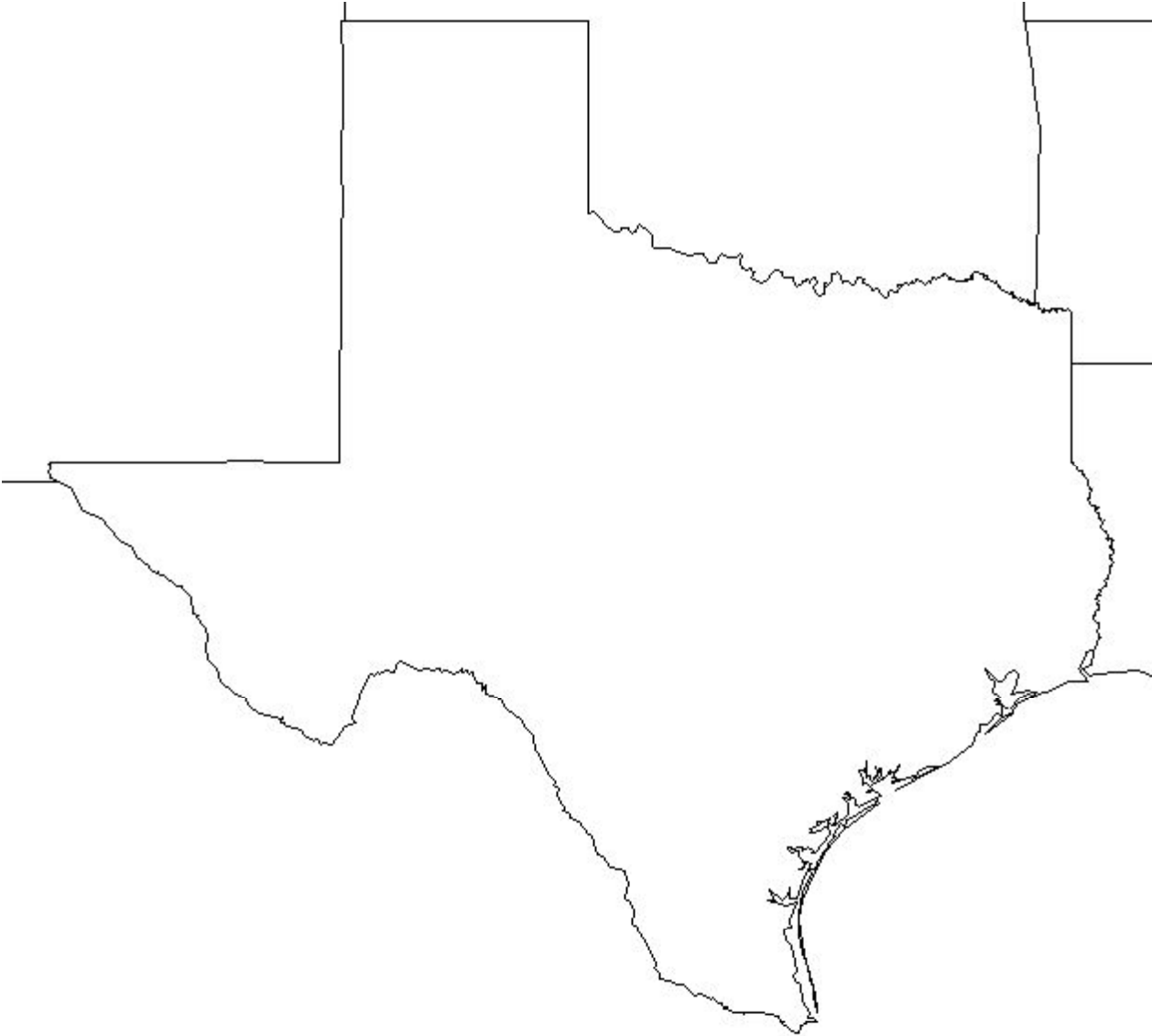
For 2 points, the student is partially successfully in analyzing maps but does not identify much pertinent information related to task.

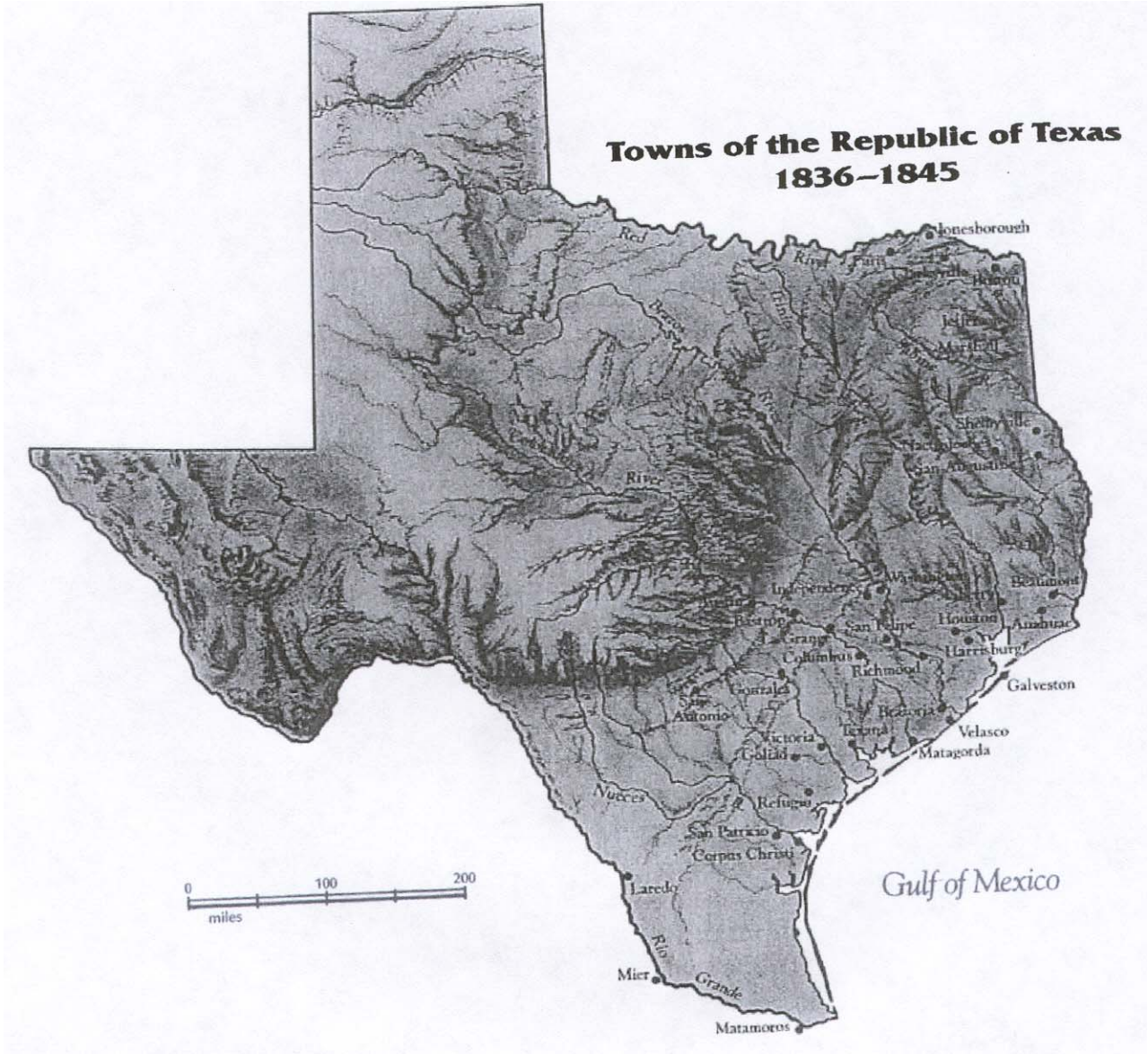
For 1 point, the student does not successfully analyze the maps.

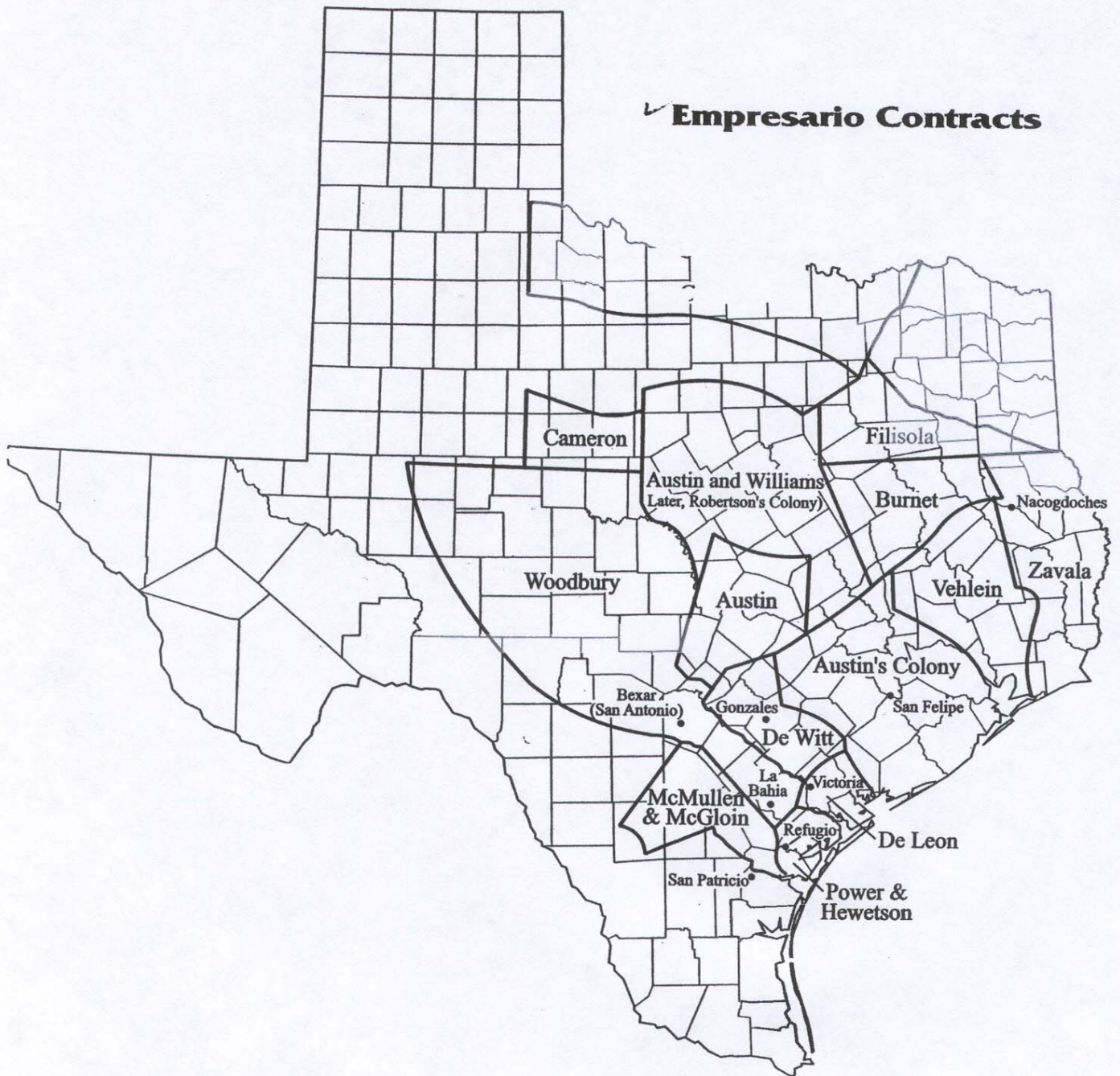
Citation list for Maps:

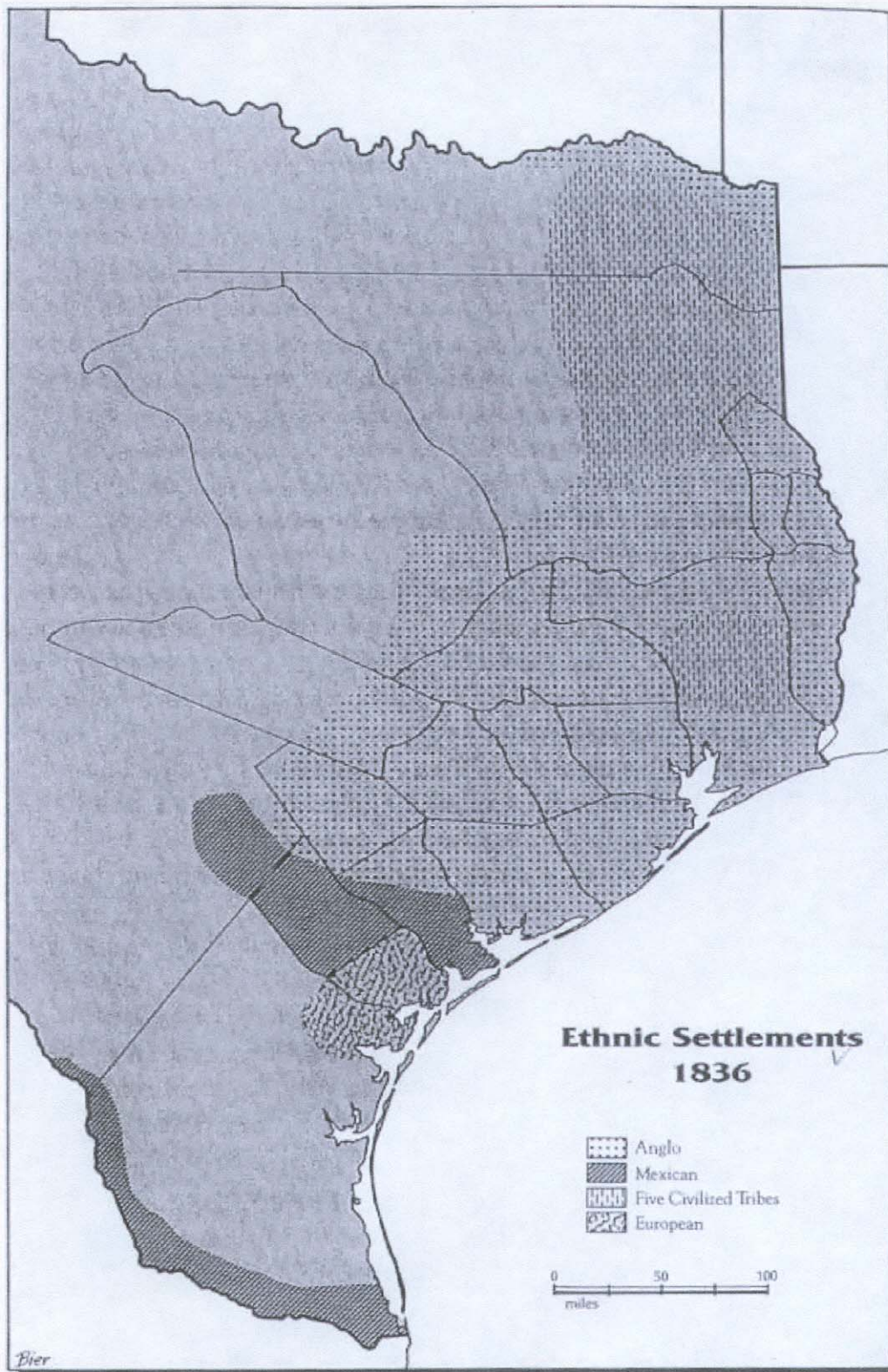
1. Texas Outline Map: Mind Map. Available at <http://geography.about.com/library/blank/blxustx.htm>. Accessed 17 February 2005.
2. Towns of the Republic of Texas- Calvert, Robert A., Arnold De Leon and Gregg Cantrell, The History of Texas 3rd ed. (Wheeling, Illinois: Harlan Davidson, Inc., 2002).
3. Empresario Contracts- Published in The Historical Atlas of Texas by A. Ray Stephens and William Holmes, 1989.
4. Ethnic Settlements 1836/1850- Jordan, Terry G., "A Century and a Half of Ethnic Change in Texas." Southwestern Historical Quarterly, 89 (April, 1986).

Texas Outline Map: Mind Map

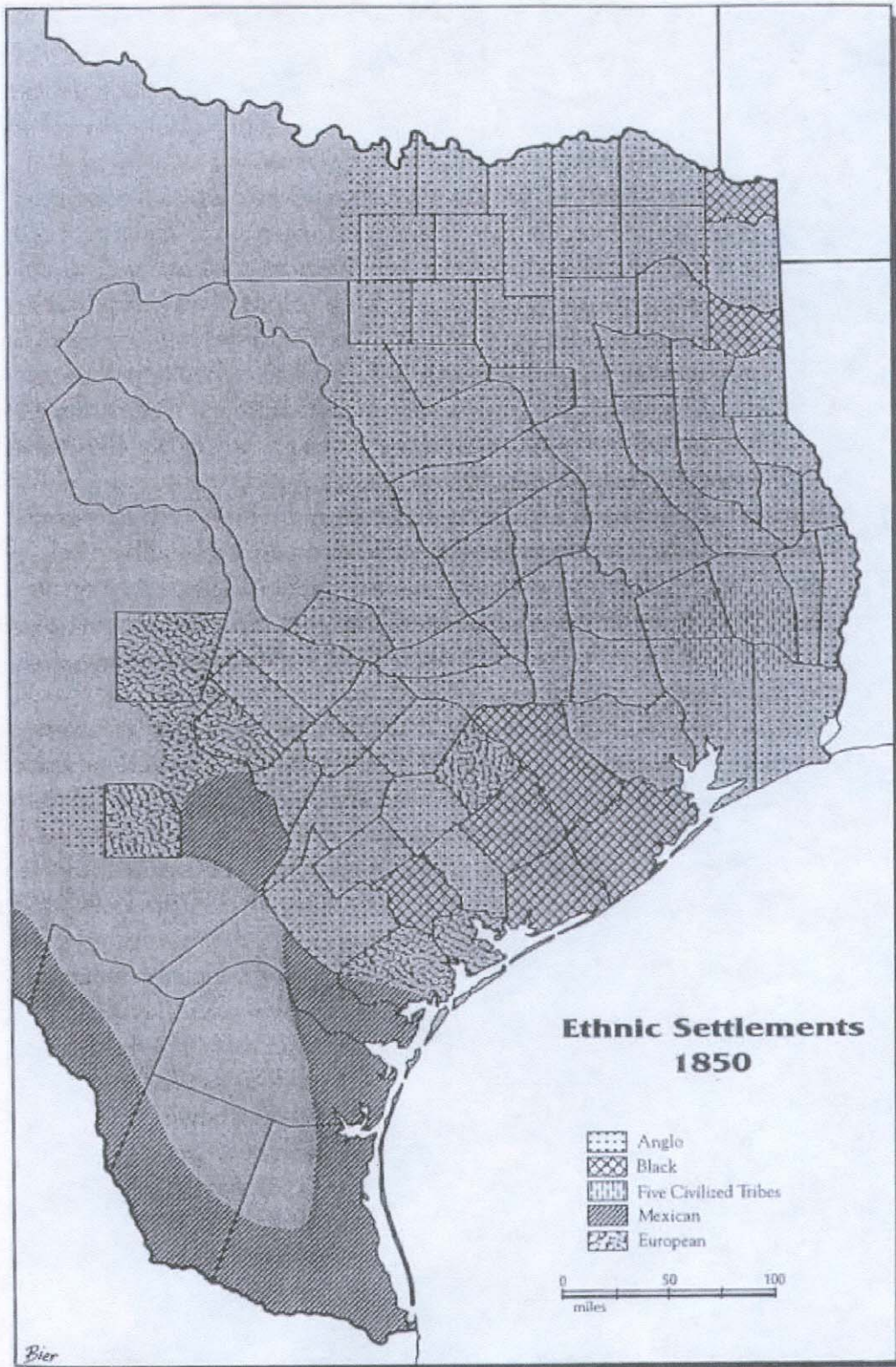








Source: Terry G. Jordan, "A Century and a Half of Ethnic Change in Texas." *Southwestern Historical Quarterly*, 89 (April, 1986). Courtesy Texas State Historical Association, Austin, Texas



Ethnic Settlements 1850. Source: Terry G. Jordan, "A Century and a Half of Ethnic Change in Texas." Courtesy Texas State Historical Association, Austin, Texas

Patterns of Settlement, 1836

