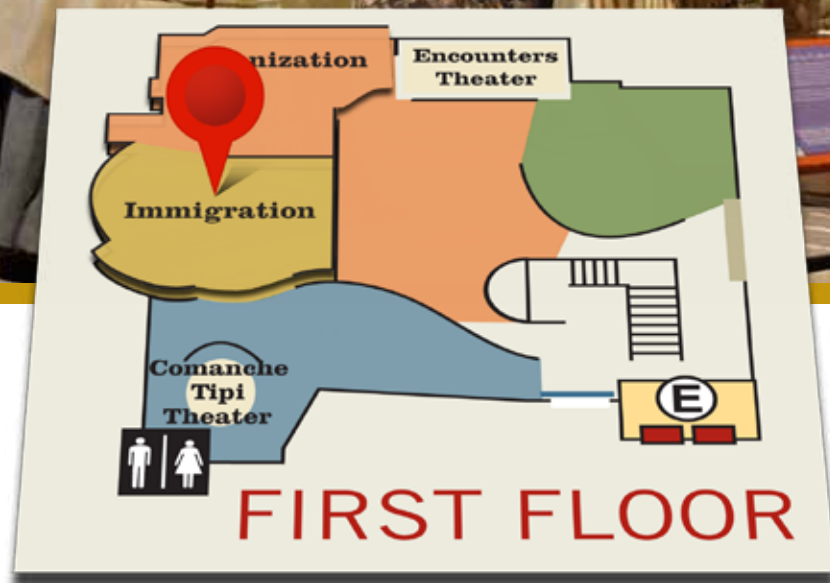
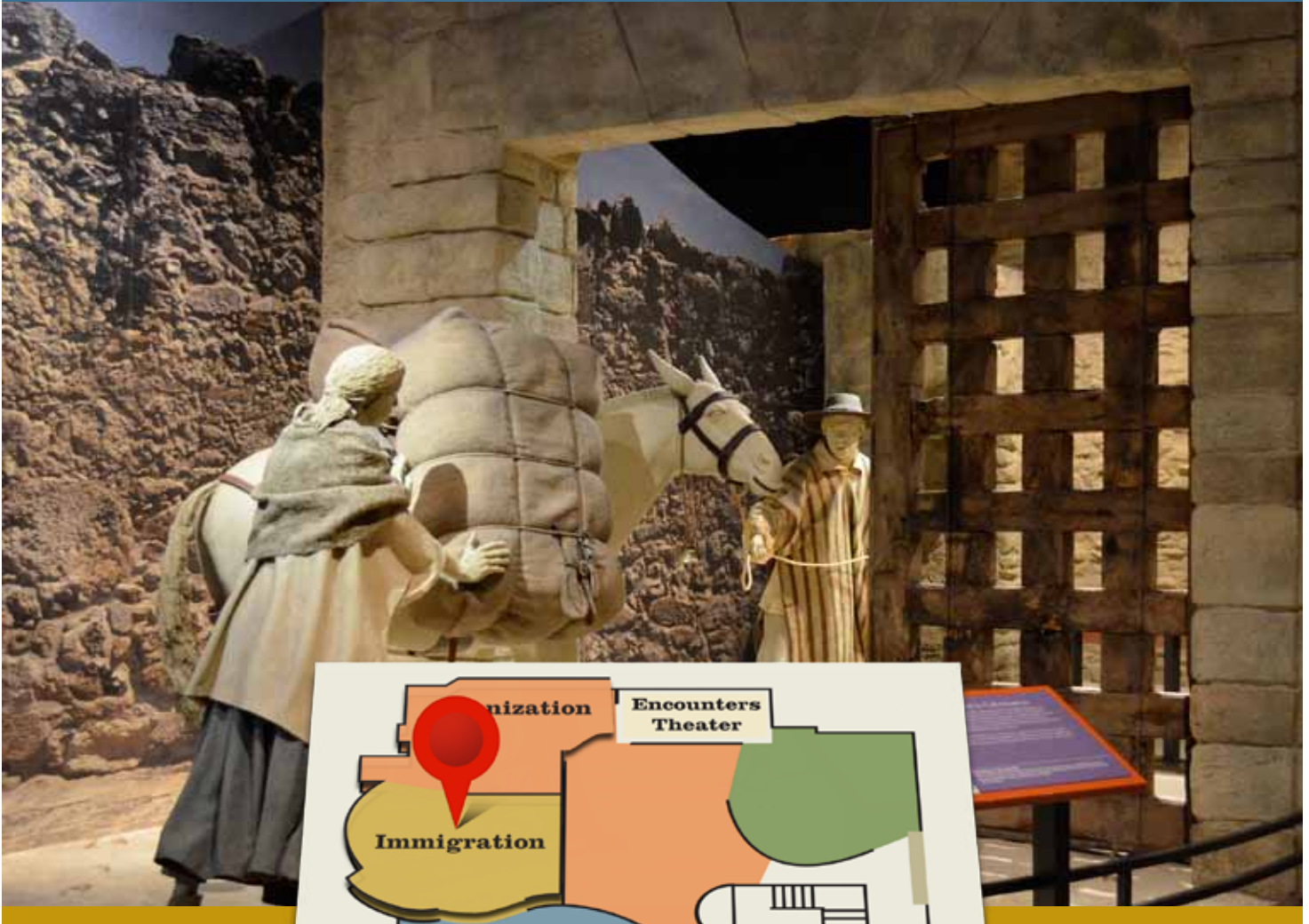


★ CHAPTER THREE ★

IMMIGRATION



Overview

Chapter 3: Immigration covers many groups involved in the early colonization of Texas: farmers, ranchers, soldiers, missionaries, and slaves. Exhibits in this chapter represent the 1600s through the 1800s and explore immigration to the region when it was part of Spain, part of Mexico, an independent republic, and part of the United States. During their visit, students will evaluate the purpose and success of Spanish missions and determine how settlers overcame

the challenges of living in Texas through the power of invention and interactions with local American Indians. Finally, students will track immigration to Texas from the United States, Europe and Mexico, focusing on the influence of settlers from the United States and the African American experience in Texas during this time.

Mission Gate, ca. late 1700s
Courtesy Texas Archeological Research Labs (TARL), The University of Texas at Austin
Photo by Hunt Wellborn

Student Objectives

- ★ Role-play interactions between missionaries and American Indians to consider different points of view about Spanish efforts to convert American Indians to Christianity and the Spanish way of life.
- ★ Write an editorial comparing and contrasting the points of view of the Lipan Apache, Comanche, and missionaries. Explain the benefits and challenges of mission life.
- ★ Determine and discuss the hardships settlers faced in traveling and settling in Texas by using observation and inference skills.
- ★ Determine and record how settlers survived on the Texas landscape and interacted with different groups of American Indians.
- ★ Explain why people immigrated to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States.

Guiding Questions

- ★ How were missions important to the expansion of Spain into Texas?
- ★ How were Spanish missionaries able to persuade some American Indian groups to stay and work in the missions?
- ★ How successful were missionaries at converting American Indians to Christianity and the Spanish way of life?
- ★ How did settlers travel to Texas and how did the way settlers travel change over time?
- ★ How did settlers overcome the challenges of living on the land?
- ★ How were settlers able to bring enslaved African Americans to Texas when slavery was outlawed by Mexico?
- ★ What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.2A, 4.2C, 4.2E

Economics 4.10A, 4.10B

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A, 7.1B, 7.1C

History 7.2B, 7.2C, 7.2E, 7.2F

Geography 7.11A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 3: Immigration*
- *Establishing Spanish Missions* description cards

Set the Stage

By the late 1600s, the Spanish government decided to secure Spain's territory in Texas and prevent France from occupying the region. To protect their claim to the region, they sent **missionaries**, settlers, and soldiers to colonize the land.

Catholic **friars** set up **missions** and began the work of **converting** the American Indians to Christianity. Most **missions** operated as communal ranches and farms run by one or two **friars**.

Missionaries taught Spanish crafts, trades, farming, ranching, and language. They demanded obedience and hard labor from the American Indians who lived at the missions. Most American Indian groups were not interested in adopting the Spanish way of life, but many used **missions** to meet their immediate needs, such as gaining protection from enemies. **Friars** became frustrated when these people left the missions and returned to their traditional way of life.

The Spanish also built **presidios** to protect the missions. **Presidios** eventually became meeting and trading centers, and sometimes, the center of permanent settlements. In 1690 San Francisco de Los Tejas was founded and became the first **mission** in East Texas. It was located near present day Nacogdoches. In 1718, the friars built a **mission presidio** complex along the San Antonio River named San Antonio de Bexar. They also built the **mission** San Antonio de Valero, which is known today as the Alamo.

In 1763 the French relinquished their control of the Louisiana Territory. Spain no longer considered France a threat, and decided to close the **missions** in East Texas. While the **missionaries** left the area, farmers continued to settle in the region and founded the town of Nacogdoches in 1779. As settlers' demands for farm and grazing lands grew, more land grants were given to encourage individual families to establish ranches. Spanish farmers brought with them the tools, techniques, and resources that they used to build successful ranches in Mexico. They brought sheep, longhorn cattle, mustangs, and the *vaqueros*—cowboys.

Settlers faced many challenges in Texas such as the need to travel the vast distances between towns and settlements. Spanish colonists established trails between missions and settlements and to help transport supplies. Another challenge was accessing water. **Missionaries** and settlers adapted American Indian technologies to build **irrigation** systems that could carry water to large acres of land.

To help bring immigrants to Texas, Moses Austin worked as an **empresario** for Spain. After Mexico gained its independence from Spain in 1821, Moses died, and his son Stephen F. Austin took over as **empresario**. His first 300 families were from the American south. Austin attracted settlers using letters and word of mouth. By joining the colony in Mexican territory, early settlers agreed to become citizens of Mexico, abide by all Mexican laws,

and adopt the Catholic faith. Mexico outlawed slavery in 1829, but some American settlers continued to bring enslaved African Americans into Mexico despite the law. They circumvented the anti-slavery law by calling their slave laborers “indentured servants.”

After Texas won its independence from Mexico, large numbers of **immigrants** traveled from the U.S. to settle in Texas, increasing the population from 40,000 in 1836, to 600,000 by 1860. By the 1840s, additional **immigrants** began arriving directly from Europe.

While the majority of African Americans in Texas during the 1800s were enslaved, there were a small number of free African Americans making an independent living prior to the Texas Revolution. The new republic denied the right for free African Americans to live in Texas, but some fought the new laws in order to remain.

Vocabulary

Convert	to persuade to adopt a particular religion, faith, or belief
Empresario	a land agent working on behalf of the Spanish government
Friar	a member of the Catholic church who established Spanish missions in Texas
Immigrant	a person who leaves one country to settle permanently in another
Irrigation	a method used to transport water from one location to another for farming
Mission	a Spanish church used to convert American Indians to Christianity and the Spanish way of life
Missionary	a person who lives and works at a mission
Presidio	a fortress or fort built to protect missions and settlements
Tejano	a native Texan of Hispanic descent



Before the Museum

BUILD BACKGROUND

1. Explain that by the 1600s, the Spanish government sent missionaries, settlers, and soldiers to Texas to colonize the land. The missionaries were also determined to convert American Indians to Christianity. Ask students whether they think it would be difficult to adapt to new customs and beliefs and what reasons they can think of for adapting.
2. Explain that students will role play Spanish missionaries and American Indian groups to consider their different points of view. Place students into three groups: missionaries, Lipan Apache, and Comanche. Assign each group a translator to help communicate since the groups speak different languages. Give each group one Establishing Spanish Missions description card containing their description. Each group will read the description and discuss their points of view with their group members.
3. Begin the simulation by giving the missionaries a few minutes to persuade the Lipan Apache to join their mission. The Apache group will discuss their decision and then the translators will respond to the missionaries. Allow time for both groups to ask and answer questions.
4. Next the missionaries will try to persuade the Comanche to come live and work in their missions. The Comanche group will discuss their decision and then the translators will respond to the missionaries. Allow time for both groups to ask and answer questions.
5. Afterwards, discuss each group's point of view. List students' responses on chart paper to compare with the interactions students learn about during their museum visit.
6. Students write an editorial comparing and contrasting the points of view of the Lipan Apache, Comanche, and missionaries. Students explain the benefits and challenges of mission life.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students near the dog-trot and surrounding exhibits. Discuss how France's attempt to claim the area known as Texas motivated the Spanish government to refocus their efforts to establish their foothold on Texas and eliminate and prevent France's presence.
2. Divide students into small groups, and ask them to locate evidence showing the different groups of people the Spanish government sent to Texas to establish Spain's claim in the area. Pose students with the following question:
 - ★ What groups of people can you identify that the Spanish government sent to Texas to establish Spain's claim to the territory?
3. Student groups observe the exhibits and share their responses to confirm that the Spanish government sent missionaries, soldiers, and settlers to establish Spain's foothold in Texas. Ask the following questions about the roles that each group played in Texas. Students identify the group that matches each description.
 - ★ Which group was sent to Texas to convert American Indians to Christianity and the Spanish way of life?
 - ★ Which group was sent to Texas to establish presidios, or military posts, and to provide protection?
 - ★ Which group was sent to Texas to raise crops and care for livestock in the missions?
 - ★ In what other ways were missionaries, soldiers, and settlers important to settling Texas?
4. Ask students to determine the success of the Spanish government's efforts to protect their claim to Texas. Instruct students to look for evidence that supports their ideas as they move through this chapter of the floor.





Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?
2. Explain that students will identify and analyze the time from the 1600s through the 1800s when missionaries and settlers came to Texas to establish Spain's control across the land.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their student journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

3.1 Strategies for Living on the Land

Identify and describe how the settlers overcame the challenges of living on the land.

3.2 People Who Settled in Texas

Identify the important role that each person or group played in settling the land. Then locate and describe an artifact that tells something about each person or group. Explain the purpose of each artifact.

3.3 Colonizing Texas

See how many missions and towns you can identify and label on the timeline.

3.4 Freedom for a Few

Identify which period of Fannie McFarland's life the exhibit shows. Explain how you know. Describe what you think an exhibit would look like that represents Fannie McFarland later in life as a successful business woman.

3.5 The Starter Home

Identify artifacts inside the dog-trot that show how people lived in Texas.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. Spain sent missionaries, settlers, and soldiers in the 1600s to colonize the land known as Tejas. After Mexico gained its independence from Spain in 1821, Stephen F. Austin encouraged families to immigrate to Texas from the American south by describing the richness and diversity of the land. Once Texas won its independence from Mexico, large numbers of immigrants traveled from the U.S. and Europe seeking land and opportunities.

EXTEND STUDENT LEARNING

- ★ Create a working model of an irrigation system that would have been used in Texas in the 1700s. Compare and contrast early and modern irrigation systems.
- ★ Create a diagram of a Texas mission. Label the parts of the mission and include a description. Identify the groups the mission served.
- ★ Design and build a model of a dog trot. Include the items that would be found in the home during the 1800s.
- ★ Create a map that displays immigration patterns into Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States.
- ★ Create a model of a suitcase that includes the things that settlers might have brought with them to Texas in the late 1800s. The suitcase must represent immigrants from the United States, Mexico, Germany, or another European country. Include descriptions of each item and the reasons why settlers would have brought them. Present your suitcase to the class.

ACTIVITY 3.4: FREEDOM FOR A FEW

Fannie McFarland was a one of several free African American laundresses in Houston. She was denied a petition to stay in Texas with her enslaved children. She stayed anyway and lived to become one of Houston's first real estate developers.

Identify which period of Fannie McFarland's life the exhibit shows. Explain how you know.

Describe what you think an exhibit would look like that represents Fannie McFarland later in life.

3.5 THE STARTER HOME

Identify artifacts inside the dog-trot that show how people lived in Texas.

Artifact	Artifact
Used for	Used for

Artifact	Artifact
Used for	Used for

★ THE STORY OF TEXAS STUDENT JOURNAL ★



**CHAPTER THREE:
IMMIGRATION**

STUDENT NAME



Question:

What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?

Before I visit:	During my visit:
<p>What evidence will I look for to answer the question?</p>	<p>What evidence have I found to answer the question?</p>



After exploring this chapter I learned

ACTIVITY 3.1: STRATEGIES FOR LIVING ON THE LAND

By the 1760s France was no longer a threat to Spain's colonies in Texas. Settlements began to grow in East Texas and along the Gulf Coast. Identify and describe how the settlers overcame the challenges of living on the land.

Challenge	Solution
Coping with distance	
Engineering water supplies	
Facing indifference	

ACTIVITY 3.2: PEOPLE WHO SETTLED IN TEXAS

Many different people came to Texas. Identify the important role that each person or group played in settling the land. Then locate and describe an artifact that tells something about each person or group. Explain the purpose of each artifact.

	Role they played in settling Texas	Artifact	Purpose of artifact
Soldiers			
Farmers and ranchers			
Missionaries and friars			
Moses and Stephen F. Austin			
German immigrants			

ACTIVITY 3.3: COLONIZING TEXAS

Between the 1600s and 1800s, many missions and towns were built and founded. See how many you can identify and label on the timeline below.

