

***How can I best use these materials to support the Social Studies TEKS for grade 7?***

The impact of European immigration in Texas was felt most strongly in the second half of the 19<sup>th</sup> century, beginning with the Adelsverein and accumulating western Slavs after the revolutions of 1848 in northern Europe, German-speaking central Europeans during the later years of the Habsburg Empire, and many eastern European Catholics, protestants, and Jews into the early years of the 20<sup>th</sup> century. They arrived by ship in Galveston or Indianola and created settlements in the nearby farmlands, where they built churches and schools and continued to use their native languages within their own communities. In the six decades between the Civil War and World War I, their children and grandchildren lost many of their language, religious, and cultural traditions and entered into the cattle or railroad industries. Many moved to larger cities to pursue nonagricultural careers and identified themselves as Americans or Texans, no longer Germans, Czechs, or Poles.

As we consider the individuals, events, and issues of this era, it is important to consider how multicultural our population was as, together with the Native American, Spanish, Mexican, and Anglo-Americans, we became Texans! (7.5, 7.6, 7.7; 7.9, 7.10; 7.11) Use the **Create an “Institute of Student Cultures” Exhibit Activity** to explore the various roots of your students’ family trees. (7.19) Help them fix their family’s arrival in Texas into the overall picture of our state’s history and geography.

Use the **“Texas Directions: You Can’t Get There from Here” Activity** to consider the colloquial names we give to parts of our state. Many “Texas Directions” were arrived at when our state was less settled, especially our westernmost portions. Giving historical perspective to common terms helps to fix their meanings (7.8 A, B) and offers an opportunity to use critical thinking skills to interpret information from maps (7.21 C) and other Social Studies skills.