

How can I best use these materials to support the Social Studies TEKS for Grade 4?

Students will view their own “place,” South Texas, through the eyes of two perceptive individuals to see the social and political issues, economic activities, and scientific advances in agriculture and science which laid the groundwork for the towns and cities they live in today. Activities involving the writer O. Henry and his stories and the photographer I.N. Hall offer opportunities for multidisciplinary study of the lives and times of South Texans with Language Arts, Science, and perhaps Art classes. The highly motivating content of this issue directly supports the content goals for 4th grade in the following ways:

Issues of the 19th and 20th centuries:

- Women’s issues: The role of women a century ago is well represented in the work of both Hall and O. Henry, and subsequent changes in the legal standing and social position of women as seen today stand in sharp contrast. Each artist expresses in his medium the difference between a woman’s natural capabilities and the social expectations placed upon her. See O. Henry’s “The Princess and the Puma” and I.N. Hall’s photo 88-278.
- Child labor. A young girl does hard physical labor to benefit her family in O. Henry’s “A Chaparral Prince”; note the youthfulness of the laborers in I.N. Hall’s photo 88-96.
- Issues of Race and Ethnicity. O. Henry reflects the ethnocentric thinking of his time in such stories as “A Chaparral Prince”; I.N. Hall’s photo 88-289 suggests the typical social hierarchy of the Borderlands region at the turn of the last century.

Regions of Texas:

- Human activity and physical features. Use the story “Jimmy Hayes and Muriel” to lead into the horned lizard environment project, showing how the demands of greater population and changing patterns of economic activity have changed the environment and reduced in number this once-common reptile.
- Photographs reflect stages of landscape change caused by improvements in agriculture.
- O. Henry’s stories reveal in large and small ways the nature of the cattle and sheep industries and the importance of connections to major cities such as San Antonio made possible by the arrival of the railroad to South Texas in the 1880s.

Primary resources such as O. Henry’s stories, Hall’s photographs, and Mrs. Wood’s speech offer students an opportunity to glean important information firsthand, like a historian or social sciences researcher does.

Activities support the essential knowledge and skills (TEKS):

- History. Use these O. Henry stories to supplement lessons on the growth and development of the cattle industry (4.4 B) and identify the impact of railroads on life in Texas (4.4 C): “Hearts and Crosses,” “Hygeia at the Solito,” “The Missing Chord,” “Red Roses of Tonia,” “Reformation of Calliope.” Read Mrs. Wood’s speech for a local view of brush country life at the time of Hall and O. Henry, including a few Will Porter memories. Regarding issues of the 19th and 20th centuries (4.5 A), see the section above for appropriate stories and photos.
- Geography. From the description on page 2 of *Crossroads*, locate the area in which I.N. Hall worked (4.6 A). Were those highways there at the time, or is their location just a handy “line” now? Use the Hall photographs to illustrate how humans responding to the physical landscape made changes to meet their needs (4.7 A and 4.7 B).
- Geography and Economics. Use O. Henry’s “Hearts and Crosses” as well as the “Digital Storytelling Tour” on the ITC Web site to learn more about changes in the cattle industry which followed the coming of “the iron horse” and steel barbed wire (4.8 B). Use the Hall photographs in the “Physical and Economic Landscape” section to observe the interaction of people and environment (4.9 A, B, and C; 4.13 A, B, and E).
- Primary Resources. Scanned from the original manually typewritten version, Mrs. Wood’s speech sharing anecdotes heard in childhood and recalled in the 1980s will have an ancient feel to a child born in the 1990s! Allow students to select one anecdote from the many within the speech (including some about erstwhile Cotulla resident Will Porter) to use as material for a story-writing project. Print and mount the I.N. Hall photographs on this Web site for students to handle (4.22 A). Use photo paper to give them an authentic feel, or order prints from ITC. (Call (210) 458-2298 for sizes and prices.)
- Social Studies Skills. Use the date list to prepare a timeline in the 90-minute “Creating and Using a Timeline” activity. Students must transfer and organize information, analyze and interpret it, make generalizations and

predictions, then draw inferences and conclusions from it (4.22 B, C, and E). In large and small group discussions, they must express those same ideas orally (4.23 C).