

# STARR FAMILY HOME

*state historic site*

## Educator Guide

### Pre- and Post-Visit Lesson Plans for 4<sup>th</sup> Grade

Thank you for your interest in the Starr Family Home State Historic Site, the home of James Harper Starr, his descendants and their extended family. In this guide you will find TEKS-aligned classroom lessons and extension activities that will prepare your students for a visit to Maplecroft house, the centerpiece of the site. You may reproduce all worksheets within this Guide for your classroom use.

To get the most from your visit we recommend that you:

- Complete the pre-visit lesson included here or your own introductory lesson in advance.
- Equip each student with a sharpened pencil (no pens or markers allowed) and a notebook to take notes during the tour.
- Designate one person per group to take group photos during the tour. Individual photos may be taken at the conclusion of the tour before your group leaves the site.

We look forward to seeing you and your students at the Starr Family Home State Historic Site.

For admission prices, hours of operation, and FAQs please consult our website ***VisitStarrFamilyHome.com***. To schedule a field trip for your students please call or email.

## Contact Us

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Dr. James Harper Starr

**TEXAS HISTORICAL COMMISSION**  
*real places telling real stories*



## Pre-Visit Lesson - Changing Texas: Railroads and Real Estate

### Objectives

In preparation for their visit to Starr Family Home State Historic Site, students will gain insight into how railroad expansion and the real estate land business helped to settle the frontier of Texas. Students will learn that the Starr family's business dealings were major contributors to this growth effort.

#### TEKS §113.15. Social Studies, Grade 4

- b.2 History. The student understands the causes and effects of European exploration and colonization of Texas and North America.
- b.4 History. The student understands the political, economic, and social changes in Texas during the last half of the 19th century.
- b.5 History. The student understands important issues, events, and individuals of the 20th century in Texas.
- b.8 Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.
- b.9 Geography. The student understands how people adapt to and modify their environment.
- b.12 Economics. The student understands patterns of work and economic activities in Texas.
- b.21 Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources.

#### §126.7. Technology Applications, Grades 3-5

- b.3 Research and information fluency. The student acquires and evaluates digital content.
- b.4 Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources.

### Materials

Photocopies of Exhibits A & B, or projection of these images onto a screen

Computers or tablets with Internet access

Student's Social Studies journals (if used)

### Research and Discussion

Using the Handbook of Texas Online, <https://tshaonline.org/handbook>, have students research James Franklin Starr, Amory Starr, James Harper Starr, and railroads. Allow 20 minutes for reading or small group discussion. This task may also be assigned as homework the night before if class time and/or resources are not adequate.

Next, show students the *Early Texas Railroads* handout (exhibit A), then ask and discuss these questions:

- Does working on a railroad look like easy work? Why?
- Which Texas industries do you see in the pictures?

Show students the *Railroad Growth* handout (exhibit B), then ask and discuss these questions:

- Why do you think railroads were built in this area?
- Do you think railroads had an impact on the land, why or why not?
- Who benefitted when a new railroad came to town?
- Why might some people object to the railroad while others might encourage it?

*Group discussion should include the fact that the Starr family was heavily involved in the sale of real estate and as a result the Starr family was a major contributor the growth of the railroad and cotton industries and the settlement of the Texas frontier.*

### Deeper Investigation Online

Have students work in groups, pairs, or individually to further research the impact and growth of railroads in Texas using these online resources, or others of your choosing:

- Starr Family Home State Historic Site: <http://visitstarrfamilyhome.com>  
Use home page, Discover and Explore tabs
- Handbook of Texas Online: <https://tshaonline.org/handbook/search>  
Keywords to search – railroads, Marshall and East Texas Railway, James Franklin Starr, Amory Starr, James H. Starr, land grants, Marshall Texas
- Library or K12 Database Search: <https://school.eb.com>  
Keywords to search – Transcontinental Railroad, Southern Pacific Railroad, railroad
- Texas State Railroad videos: <http://texasstaterr.com/press.php>
- Texas Railroad History: <http://txrrhistory.com> (great historical photos)

Using their Social Studies journals or blank paper, have students reflect on their online research by answering at least two of the following:

1. After the Starrs moved their business to Marshall in 1870, what other land-related occupations did they engage in besides the selling of real estate?
2. What role did railroads play in the expansion of Marshall, Texas?
3. Name at least three occupations (jobs) held by James Harper Starr during his lifetime.
4. Draw a picture of the red brick Marshall T&P Depot

## Post-Visit Lesson – Classrooms: Changes and Continuity

### Objectives

Students will reflect on their visit to the Starr Family Home State Historic Site and then explore the differences between the Starr children's 19<sup>th</sup> century classroom experience and their own 21<sup>st</sup> century educational experience.

TEKS §113.15. Social Studies, Grade 4

- b.4 History. The student understands social changes in Texas during the last half of the 19<sup>th</sup> century.
- b.12 Economics. The student understands patterns of work and economic activities in Texas.
- b.19 Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas.
- b.21.b Social studies skills. The student applies critical-thinking skills to organize and use information. Students will analyze information by comparing and contrasting, and making generalizations.

### Materials

Pen, pencils, markers

Journals, notebook paper, or photocopies of Exhibit C

### Discussion

1. Ask students to reflect on the visit to Maplecroft, specifically their recollections about the teachers that lived with the family, and the way the girls were educated year-round at home and later in a school house on the property.
2. Think/Pair/Share in pairs or small groups – Using compare and contrast worksheet (exhibit C) or blank journal page, relate what students learned about the Starr girls' educational experience to their own educational experiences, answering these questions:
  - How was their education similar to yours? (4-5 examples)
  - How was their education different? (4-5 examples)
3. Share Out with the class. Have each group share their answers.

### ELA Extension Activity

Have students imagine they are either Frank Starr or Clara Starr, and that the current teacher has just resigned. Time to advertise to find a new live-in teacher. Have the students compose a "Help Wanted" style classified ad of approximately 50 words to be published in the regional newspaper *Marshall News Messenger*.

What qualities, education and skills will this young woman need? What subjects will she be required to teach, and what will be the pay? What will be her living arrangements? Will she have any days off? How soon will she be expected to start?

## Teacher Resources For Further Investigation

For more information about Railroads

1. The Handbook of Texas, "Railroads" (accessed 14 June 2015)  
<https://tshaonline.org/handbook/online/articles/view/RR/eqr1.html>
2. Two Centuries of Railroading (accessed 14 June 2015)  
<http://www.infoplease.com/ipa/A0855784.html>
3. East Texas Railroad Photograph Selections (accessed 27 June 2015)  
<http://www.thehistorycenteronline.com/exhibits/intro/east-texas-railroad-photograph-selections>

For more information about East Texas History

1. East Texas History.org (accessed 24 June 2015) <http://easttexashistory.org>
2. East Texas Historical Association (accessed 24 June 2015)  
<http://www.easttexashistorical.org>
3. Ralph W. Steen Library's East Texas Digital Archive & Collections (accessed 24 June 2015)  
<http://digital.sfasu.edu>

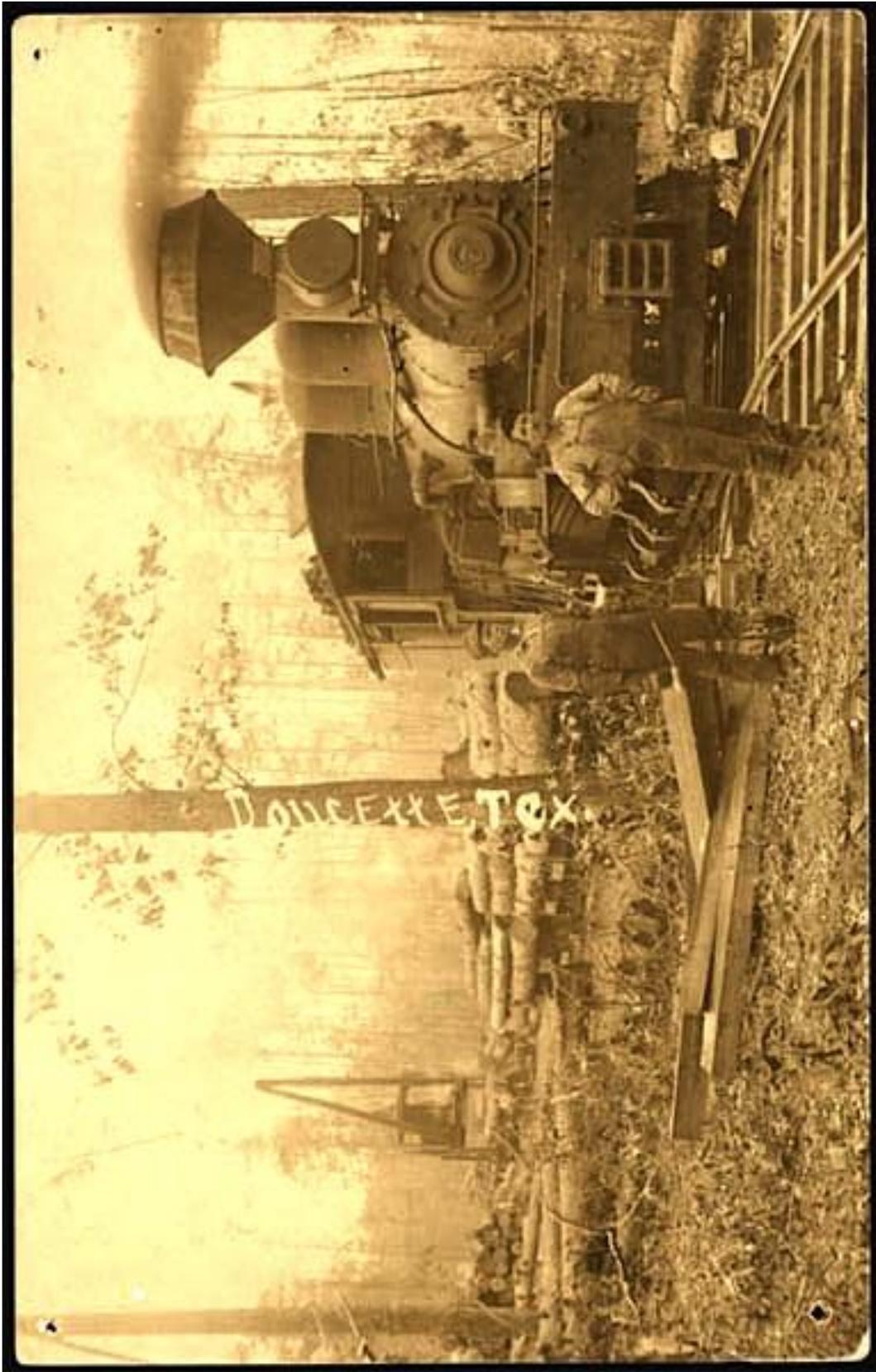
The archive of the Marshall News Messenger newspaper

[http://www.marshalltexas.net/visitors/archived\\_articles](http://www.marshalltexas.net/visitors/archived_articles)

For additional primary source research material and early Texas photographs

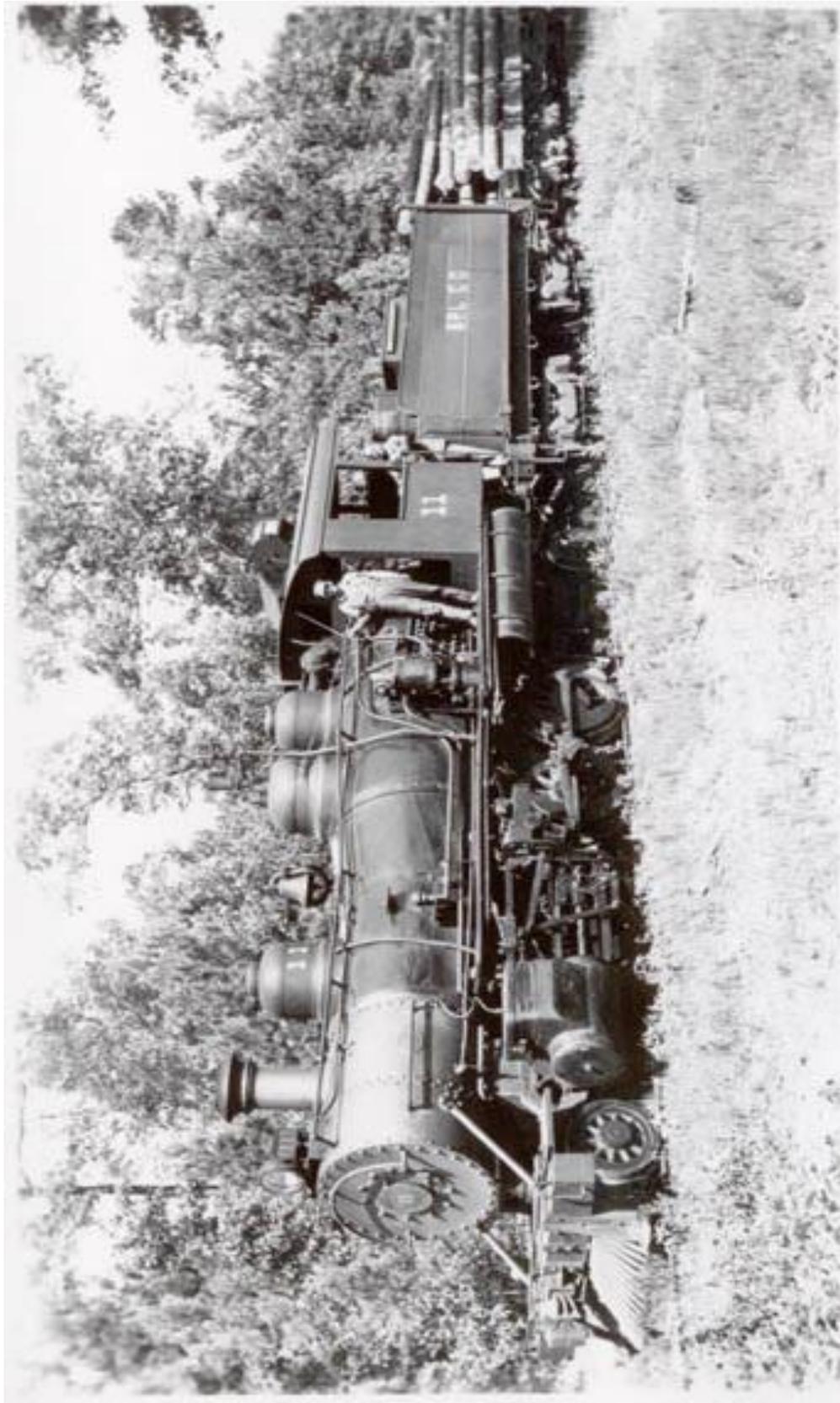
The Portal to Texas website (accessed 21 July 2015) <http://texashistory.unt.edu>

Exhibit A.1: Early Texas Railroads



"Shay locomotive number 7 near Doucette, Tex, undated" Courtesy of Texas Transportation Archive

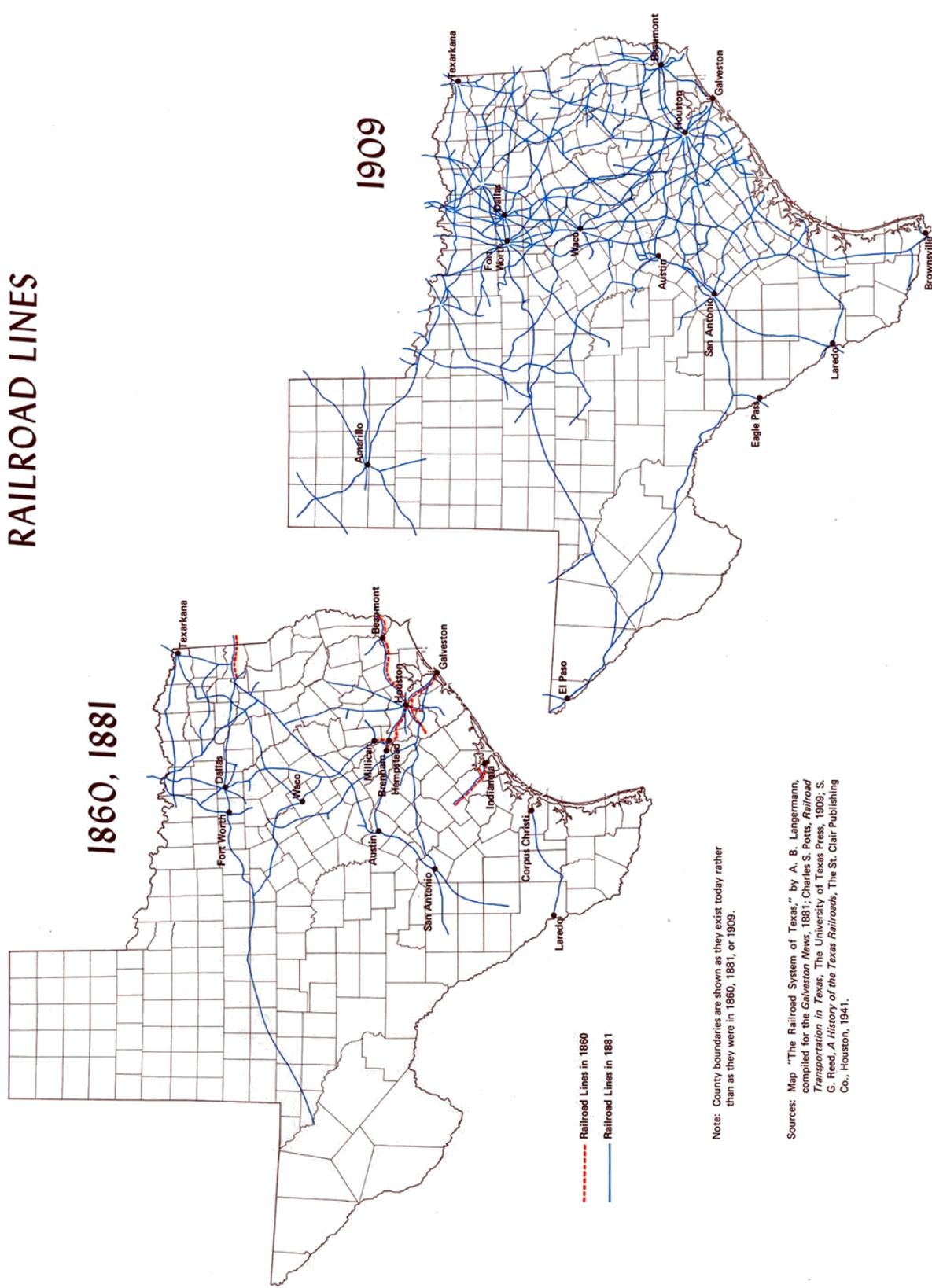
Exhibit A.2: Early Texas Railroads



"SPL Co. Locomotive No. 11, circa 1910" Courtesy of Texas Transportation Archive

## Exhibit B: Railroad Growth

Railroad Lines 1860-1909" Courtesy of the University of Texas Libraries, The University of Texas at Austin



### Exhibit C: Compare and Contrast Worksheet

	19 <sup>th</sup> Century Starr Girls	21 <sup>st</sup> Century Me
Ways in which the education experience was different	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>
Ways in which the education experience is similar	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>	<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>

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