

STARR FAMILY HOME

state historic site

Educator Guide

Pre- and Post-Visit Lesson Plans for 7th 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 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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407 West Travis St.
Marshall, TX 75670



Dr. James Harper Starr

TEXAS HISTORICAL COMMISSION
real places telling real stories



Pre-Visit Lesson – Headed for Texas: One Million Acres

Objectives

In preparation for their visit to Starr Family Home State Historic Site, students will gain insight into the business dealings of James H. Starr and his sons and learn how immigrants contributed to the settlement of Texas by examining primary source documents and reproductions.

TEKS §110.19. English Language Arts, Grade 7

- b.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- b.9 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose and are expected to explain the difference between the theme of a literary work and the author's purpose in an expository text.
- b.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question.
- b.28 Listening and Speaking/Teamwork. Students work productively with others in teams. Students are expected to participate productively in discussions and take notes.

§113.19. Social Studies, Grade 7

- b.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.
- b.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.
- b.13 Economics. The student understands the interdependence of the Texas economy with the United States and the world.
- b.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.
- b.21 Social studies skills. The student communicates in written, oral, and visual forms.
- b.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

Materials

Computer or tablet with internet access (or printouts of the primary source material)
Photocopies of Exhibit A, or projection of image onto a screen
Pencil or pen
Social Studies journal, or blank paper

Homework Assignment

Read the “General Outline of the Leading Characteristics of Texas for the Information of Immigrants” (pages 114-125) from ***Richardson’s Texas Almanac of 1873 and Emigrants Guide to Texas***. Access via the Portal to Texas History website:

<http://texashistory.unt.edu/ark:/67531/metaph123778/m1/1/>

Discussion/Group Work

Discuss the assignment with the class and then have students break into small groups to answer these questions, recording their conclusions on paper.

- In the introductory paragraphs, what does the author say to really “sell” Texas to the reader? (p. 114)
- What are some of the agricultural staples the author names? (p. 116)
- What misconceptions about Texas weather and climate is the author trying to overcome? (p. 117)
- How might the move to Texas affect one’s health? (p. 118)
- What does the author say caused the devaluation of Texas lands? Why? (p. 122)
- According to the author, how do the prices of goods and services in Texas compare to Northern states and Europe? (p. 124-125)
- Does the author do a good job of marketing Texas? Why, or why not?

Back in class discussion, introduce the upcoming visit to the Starr Family Home State Historic Site, and explain how the Starr’s land agency worked to map, survey and sell land across Texas, and how this helped bring new settlers to Texas.

Show students the 1870 newspaper ad (Exhibit A). Using what they learned in the discussion above, have students imagine that they are a newly arrived European immigrant trying to find a place to settle down. They have just finished reading **Richardson’s Texas Almanac**, and have now seen this ad in the back section of the book. Direct students to write a letter home to their 1870 family back in Europe explaining (choose one):

1. Six reasons why you will be moving to Texas tomorrow.
2. Six reasons why you will not be moving to Texas after all.

Extension Activity – What Would They Be Doing Now?

Imagine that J.H. Starr and Sons was just starting business this year. What kind of business would it be? Where in Texas would it be located? Write and design a newspaper advertisement announcing the “Grand Opening” and describing the goods and services J.H. Starr and Sons would provide in the 21st century?

Post-Visit Lesson – Family Matters: It’s All Business

Objectives

Upon reflection of their visit to Starr Family Home State Historic Site, students will gain insight in to the importance of the extended family in the late 19th century. Students will learn how important family ties were to the Starr family and how these ties influenced the business dealings and growth of the Starr homestead.

TEKS §110.19. English Language Arts, Grade 7

- b.3 Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
- b.23 Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question.

§113.19. Social Studies, Grade 7

- b.4 History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood.
- b.6 History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century.
- b.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.
- b.21 Social studies skills. The student communicates in written, oral, and visual forms.
- b.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

§126.15. Technology Applications, Grade 7

- c.3 Research and information fluency. The student acquires, analyzes, and manages content from digital resources.
- c.5 Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources.
- c.6 Technology operations and concepts. The student demonstrates a thorough understanding of technology concepts, systems, and operations.

Materials

Notes taken during field trip

Computers or tablets with internet access (or printouts of the webpages below)

3x3 Sticky notes

Pens or pencils

Websites

Starr Family Home: Site Snapshot: <http://www.visitstarrfamilyhome.com/index.aspx?page=722>

Starr Family Home: Brief History: <http://www.visitstarrfamilyhome.com/index.aspx?page=723>

Frank and Clara: Starr Love Story: <http://www.visitstarrfamilyhome.com/index.aspx?page=962>

Preparation and Discussion

Using the notes taken during the field trip and the websites indicated above, students will research the history of the Starr family, the family's many business dealings, and Frank and Clara's love story (allow 20-30 minutes).

While the students are reading, draw a T-chart on the whiteboard and label the columns "Benefits" and "Drawbacks." Give each student 4-6 sticky notes.

When students have completed the reading, ask and discuss the following questions:

- What other prominent families married into and helped run the Starr family businesses?
- How did these families know each other?
- Who were the prominent partners in the Starr family business, besides James, Frank and Amory Starr?
- Why would it be important for James and Frank Starr to keep business and family together?

Prompt students to write the answers to the next questions on sticky notes:

- What are the benefits of doing this? What are the drawbacks?

Have students get up and place sticky note answers on the board under the appropriate heading.

Review all answers, or select a few and have students share their answers with the class.

Continue discussion, asking the following questions:

- Can you think of any modern instances where business becomes a family affair?
- Do you feel that Frank and Clara had more of an arranged marriage or more of a romantic love match?
- How are the Starr family living arrangements different from those of your family?
- In what ways did these close family and business ties contribute to the growth of the family complex?

Prompt students to write the answers to the next questions on sticky notes:

- What are the benefits of having extended family members close by? What are the drawbacks?

Have students get up and place sticky note answers on the board under the appropriate heading.

Review all answers, or select a few and have students share their answers with the class.

ELA Extensions

Have students sketch out their own family tree as far back as they can remember.

Have students reflect in their journals on the oldest living member of their family, and any stories they know about that person.

Students may use Exhibit B, another template, or freehand their own family tree.

Video Technology Extension

Have students conduct an oral history video interview with an older member of their family about their family origins. Interview should include, but not be limited to, these questions:

- Today's date
- Name of interviewer and interviewee
- Their relationship to each other
- How long has the family lived in this area, and where did we live before (if known)?
- Why did the family move here (if known)?

Student should try to identify any political, social and/or economic reasons for their ancestor's choice to settle where they did.

Students should create a 5-minute video suitable for sharing in class by editing and designing video using simple video editing software (i.e.; iMovie).

Teacher Resources for Further Investigation

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>

For additional primary source material

1. The Portal to Texas History (accessed 21 July 2015) <http://texashistory.unt.edu>
2. Hathi Trust Digital Library (accessed 21 July 2015) <https://www.hathitrust.org>

For more information on family patterns in 19th and early 20th centuries

1. Encyclopedia of Children and Childhood in History and Society (accessed 21 July 2015) <http://www.faqs.org/childhood/Co-Fa/Family-Patterns.html>

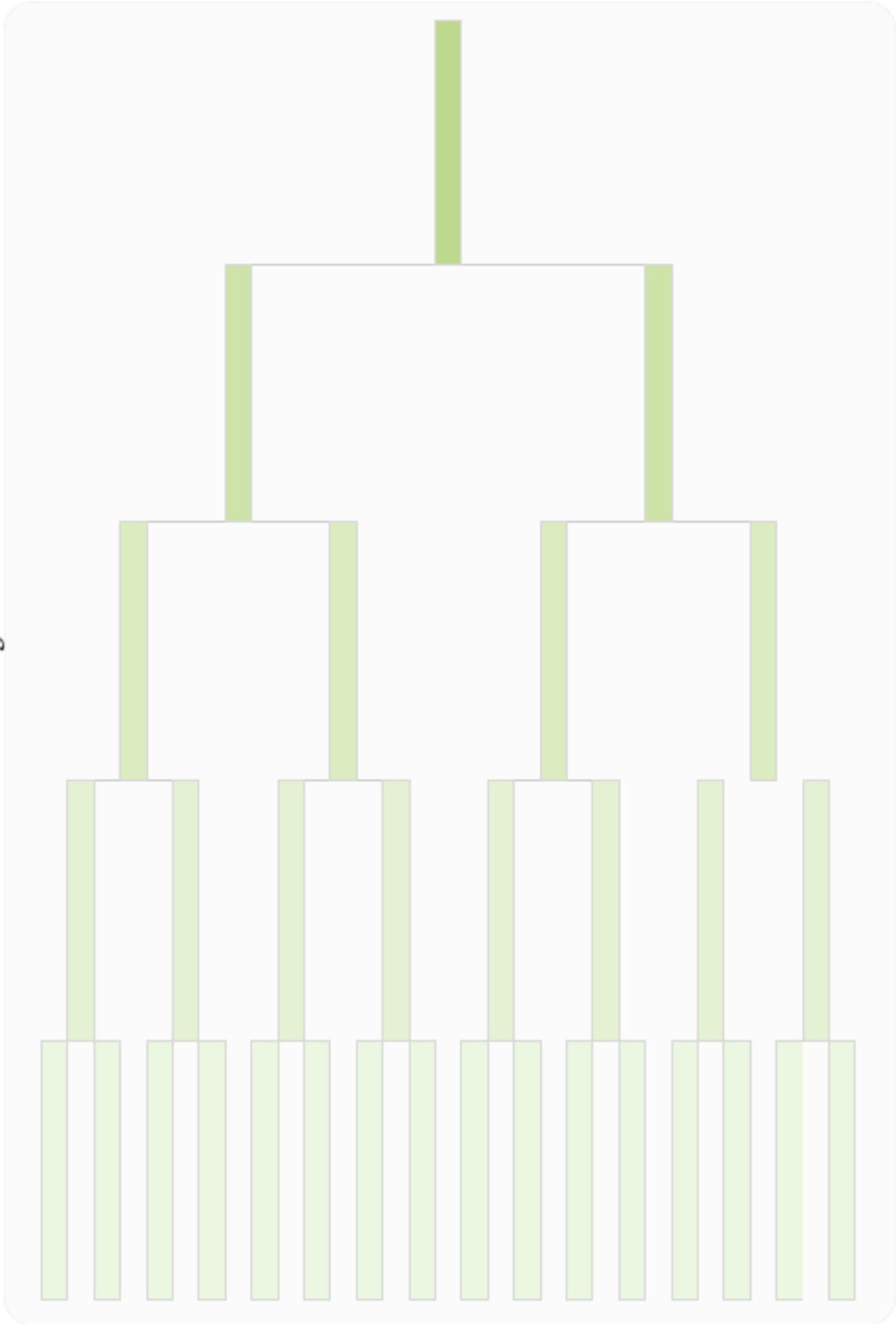
1,000,000 ACRES Texas Land

We have removed our REAL ESTATE AGENCY from Nacogdoches, and have reopened our office at Marshall, Texas, on the Southern Pacific Railroad. We represent more than **One Million Acres of Texas Lands**, and offer for sale tracts of large or small size in more than eighty counties in the State.

Applications by letter or in person will receive prompt attention. JAS. H. STARR & SON
Marshall, Texas, May 2, 1870.

Exhibit B – Family Tree Template

Family Tree



From: <http://pixizbubble.com/family-tree-template/>