

Houston, Texas: Guidance from Voices of the Past and Present

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*Houston, Texas,
Forever may you shine
As rainbows glimmer after the rain,
As stars twinkle across the night sky
Forever may you beckon to
the displaced, the tired, the worn, the hungry, the expectant
Forever may you offer hope, harmony, peace, and tranquility...
As Birth, Death, and Infinity reign throughout the universe.*

INTRODUCTION

The proverb “without a vision the people perish” has been edited, revised, and rewritten by mankind over and over throughout the annals of history. I believe that without knowledge of the history, root, and visions of the founding fathers, a place – its growth and success – is suffocated by the naivety of its populace. Its long range goals and plans get lost in the floundering of a youth searching for stability and purpose without a sanctioned blueprint from those who have departed to another plane.

Sometimes, the original vision is foggy and weak, consumed by greed and self-gratification, and sometimes it is with the intent for making a better life for all.

The comprehension of spoken words is interpreted from the experiences and vantage points of the listener, so when we speak, we must purposefully evoke clarity with our words so that we are not misunderstood – nor leave our intent to chance.

Educational curricula and pedagogy have been researched and refined to their greatest extent in many years. As a child, I don’t remember ever studying about my hometown. I guess it was not important to the district; my teachers never thought of suggesting we study our city’s roots or it was assumed we knew about our city because we lived there.

As an educator, it is my self-assigned duty to teach the legacy of our town to its youth, and to plant and foster a seed of pride and curiosity in their spirits. I must inspire them to take the current and future reins of our founders to continue to lead generation after generation. The students, our future leaders, should be motivated to keep our city alive and help it continue to shine as a beacon of hope and prosperity to the world.

Researching, writing and planning this unit have afforded me the discipline I needed for research to bring a lifelong dream to reality. Studying the points and view of the written records through fiction and non-fiction allowed me to resurrect the words of my predecessors and those of historians and writers who still live. This personal fact-finding mission has fostered disciplined study in feasting upon the ideals, experiences, personal accounts, hopes and dreams of those early Houston trailblazers. With guidance from their words, I can give the students a torch and a roadmap to lead future generations to success and our city to a new greatness. I shall

expose my students to these writings as well as strengthen my own knowledge. My previously written units on Houston's History and Immigration will be enhanced as my students and I peruse and burrow through historical accounts of information that is imbedded in other documents that are not obviously written on Houston proper.

UNIT BACKGROUND

Augustus Chapman Allen and John Kirby Allen founded Houston, Texas, on the banks of Buffalo Bayou, August 30, 1836. As shrewd businessmen, they recognized the commercial advantages afforded by the area surrounding Buffalo Bayou known at that time as the John Austin Half League. They named it Houston after Sam Houston, the hero of the Battle of San Jacinto. Although it is questionable as to whether their intentions were honorable, through hardship and sacrifice, this megalopolis became what it is today.

Prior to this brilliant business venture, the history of Texas was being lived out through the conflicts between Texas and Mexico. During the early 1800s Mexico and Spain were separating from each other, and many people in the older states in the union were fleeing to the southwest to quench their thirsts for the opportunity of a better existence with adventure thrown in as a plus. Pretty soon, the Americans outnumbered the Mexicans in Texas, and as fate would have it, talk of independence was entertained. Of course, the Mexican government tried to maintain control, but there was a revolt by the Texans in 1835, and on March 2nd, 1836, Texas declared its independence. Immediate recognition of Texas as a republic was not forthcoming, but The Battle of the Alamo which ended on March 6th, unified Texans, and independence was established on April 21st when Santa Anna was defeated at the Battle of San Jacinto (Hurley).

The brave Texans who fought for this freedom were “men who cultivated the soil that they fought on, and had paid for it with their money or their labor. Hundreds of them had abandoned their homes and were searching for a place that they could build their homes to achieve everlasting freedom for their children. They were fighting for all that makes life worth living or gives value to its possession” (Charles Edward Lester qtd. in Hurley).

After establishing their residency in this newly found somewhat virgin territory (to persons not Native American or Mexican) these new Texans “used lumber to frame houses, ditches for drainage, and relied on pigs to clean the streets. They were faced with calamities such as infectious diseases, unruly behavior of others, and monetary disasters” (Hurley).

Because of these occurrences, Houston's city leadership created four city council districts and called them wards. The wards had their own representatives to the city council. The purpose of this action was to maintain order. As the population of the hamlet continued to increase beyond its original boundaries, two more wards were added for a total of six wards. The village began to grow and grow, when finally a charter revision in 1905 made the old wards obsolete as political units. To this day, only parts of Houston are referred to as wards – First Ward, Third Ward, Fourth Ward, Sixth Ward – by the natives and even the transported population. Houston was granted incorporation on June 5, 1837 (“Houston”).

The Allen brothers advertised Houston to the public as “a place to live while the Republic of Texas started promoting colonization of Texas.” By 1869, it began to emerge as a commercial and railroad hub for the export of cotton. By 1900, the population had grown to approximately 45,000, making it the 85th largest city in the United States. In 1901, oil was discovered at Spindletop in Beaumont, and by 1901 the development of the oil industry began. A one million dollar improvement project for the Houston Ship Channel was granted by Theodore Roosevelt and by 1910; Houston's population was larger than that of Galveston. The Port of Houston was opened by President Woodrow Wilson in 1914 and was dredged to give a deep water port which

outpaced Galveston's port which had been devastated by the Galveston Hurricane of 1900 ("Houston").

The city began to increase in population and was the site of many other industries brought on by the oil boom, and emerged as the largest city in Texas and the fourth largest in the United States. It is now world renowned for its energy and aeronautics industries and for its ship channel. Now, the city has a vibrant visual and performing arts scenes. The city is in proximity to beaches on Galveston Island, as well as one of the largest concentrations of pleasure boats ("Houston").

IMPLEMENTATION STRATEGIES

The Houston Independent School District has made a concerted effort to aid its students in their exposure to the history of our city and its ethnicities through monthly celebrations, such as Hispanic Heritage Month, Asian Heritage Month, and African American History Month. The Thanksgiving season is devoted to all other groups that are not considered minority. This way, the "big picture" is given to students subtly. My students will be exposed to the writings and historical accounts of these minorities, too, and not just their historical existence in the world.

HISD'S CLEAR Curriculum's Language Arts lessons will be strengthened by the inclusion of this historical research that tells their city's story much more accurately and colorfully than research papers written from gathered facts. Other school districts' curriculum objectives will be enriched as the students apply their literary skills. Soliciting the aid of the students and their parents through suggestions of compositions, diary entries, essays, poems, and books to read will make this endeavor a pleasure, and they can teach the teacher as well as have the teacher teach them.

While involving my students in this broad arena of research, many of the compositions will have to be previously censored to weed out inappropriate language or incidents because of the ages of my students. My third grade vanguard students are excellent readers, but even they need guidance in the right direction with the appropriate supervision.

My school, T. H. Rogers, has many populations under one roof; the vanguard middle school, grades six through eight, the school for the deaf, the vanguard elementary school, and the multiply impaired. It is my intent to plan buddy lessons and activities to include these students as well. Art, Science, Foreign Language, Physical Education, and Music classes and teachers will plan and complete activities collaboratively as well as individually. The unit will be taught during the entire school year as an ongoing project and culminating in the last nine weeks of the school year. This yearlong study will give the students a real experience in the literary discipline and study needed to complete a thorough research paper. The grand finale for my unit will be a book signing as part of our annual Musings night where the students will share (by reading aloud to the audience) portions of their books, poetry, and other literary genre. These compositions will be displayed in a special part of the auditorium that will be labeled Historians of Houston.

Our research will come from books, web sites, essays, diary entries, and other literary resources that the students and I will make note of as we immerse ourselves in the unit. Vanguard students are project-oriented, so they will write poetry, plays, stories, and songs, complete photo essays, draw Scenes from Houston with the art teacher, and, of course, plan for the Historians of Houston at the Musings activity in the spring. The bibliography of this unit gives further insight into historical information for a successful project. As the students conduct their own research, they will find other sources to add to their own bibliographies.

With the broad base of information on Houston's history and the resources for students, it will be necessary to refine the unit to specific categories. As the students add their information, and that gathered from their parents, it will be their discovery to find out that they are the primary

resources for our city's history. As the study of our city's rich history continues and more facts are uncovered, the students will focus on a specific event or area to complete extensive research on their own. They will find out that there is not a lot of specific children's literature to choose from, so they will be the ones to write resources and stories for children, teachers, and adults to read. This is exactly what I want to happen!

This unit will be particularly helpful as a resource for teachers of Texas history, no matter what the level. It is next to impossible to include a complete detailed synopsis of all the occurrences in the growth and development of a great state and city. The rich bibliography contains resources that explain many of Texas' events. Further research can be obtained on specific incidents with the information contained in the books, websites, and periodicals listed.

The unit will be introduced with the reading of excerpts from June Arnold's *Baby Houston*. During my reading of the novel, students will sketch what they see in their minds' eyes. Afterwards, they will share their drawings and explain what the pictures are trying to portray to the viewer. This activity should open the door to the discussion for the following:

Who are Houstonians?

What do they like?

How do they live?

Where do they come from?

Who are some of the earlier families?

Who were the Allen brothers?

What does the rest of the world think of Houstonians?

I hope the discussion will motivate the students to come up with questions of their own to add to the list. This should generate interest among the students for the answers to their questions.

Another method of generating evidence will be for the students to poll their parents and other family members for a list of questions they want answered.

As we progress through our research venture, we will continuously refer to this list of questions. They will be written on chart paper and displayed in the Houston's History Center in our classroom.

Field Trips

For inspiration, I will show early Houston architecture and schedule a field trip to the Heritage Society and the Houston Port Authority so that they can gather information first hand for their publications. Students will collaborate daily during allocated times provided by the teacher on their productions of primary resources for the present and future generations of young Houstonians.

The following places are suggestions for field trips throughout the year. Suggested questions and information follow the synopsis of each place. The students, and parents, will vote on their choices via the ballot shown below, and the administration and I will make the final choices based on the votes and feasibility of the trips.

Field Trip Ballot

The following list of places has been compiled for field trips for the 2006-2007 school year. Please check your favorite four. The results will be shared as soon as the votes are counted. After collaboration with the administration is completed, a list of the trips will be sent home. Scheduled times and dates of the trips will be shared as soon as possible.

Name		
Date		
Place	Yes	No
Allen's Landing		
Allen Brother's Cemetery (Founders Memorial Park)		
Aquarium Restaurant/ Buffalo Bayou Park		
Sam Houston Park		
Hermann Park		
Bayou Bend		
Rice University		
University of St. Thomas/ The Menil Collection		
Project Row Houses		
Houston Port Authority		
Texas Southern University		
Parent's Signature and Comments		

Suggested Questions Related to the Field Trips

1. List and describe areas of this place that you can use as the setting for your story or poem.
2. Which historical components intrigue you? What would you like to research specifically about this place?
3. Draw a map of your favorite part of this place.
4. Would you schedule a personal trip for you and your family to visit? Why, or why not?
5. Write down at least five things you especially want to remember about this place.
6. List three names you can use as characters in your story or poem.
7. List four animals that would fit in your story or poem according to the area.
8. List four verbs, nouns, and adjectives you would like to use. Find other words to replace them in the Thesaurus when you return to campus.
9. Note the weather, sounds and smells of this place. Notice other people who are also visiting. Make note of what they seem to be their particular interests.
10. Write four math words you can use to describe this place.

To satisfy the CLEAR component, for the Houston Independent School District, students will compile a research paper about our great city. They will have their choice of topics from the following list: The History of Houston's Government, Houston Architecture on Parade, Houston's Geographical Landscape, Famous African American Houstonians, Famous Asian American Houstonians, Famous ... Houstonians, The Founding History of Houston Universities, Well-Known Houston Mom and Pop Businesses, The Hermann Park Zoo, The Houston Hospital District, or any specific nonfiction category they want to choose. They can even choose animals and plants as a category of research. How exciting it will be for them to compile their own library about their city!

The primary resources I have read so far are a little mature and need to be censored before I make them available for my students. As I continue to research, one of the jobs I will have is to cut and paste or paraphrase information so that it will be appropriate for them to use.

Guest speakers will be part of my primary resources. They will be scheduled to come and lecture to the students and hopefully make themselves available for future interviews. These speakers can come from the universities and/or places listed in the field trip section. They can also come from the community and businesses in our city and surrounding areas. There are many people on school campus that can contribute to the study by sharing their experiences. Of course, parents, grandparents, and other relatives can be included also. I am sure they have a wealth of primary resources (letters, pictures, etc.) to share. Other curriculum units on Houston's History are available through the University of Houston's HTI (Houston Teacher's Institute) website.

The purpose of the following lesson plans is to provide opportunities for the students to build a record of Houston's history in their own words, and give a modern tweak to the voices of Houston's past.

The result of the research I have gathered about Houston's history has revealed that most of it is embedded in books written about other Texas cities. Students will be directed in their research in order to put together chronological historical events. The intent of this method of researching is to help the students make connections and parallels of events that are isolated and related.

Field trips will be organized to give students exposure to the modern day sites of past occurrences. With the basic background and their active imaginations, the field trips should spark curiosity and interest among the students and motivate them when they trace their own past and present accounts. The trips will be titled Houston, Texas: Historical Fact-Finding Missions.

Throughout the year as the students investigate, read, and learn about literary genre and fact-finding missions, seeds will be planted subtly to give them ideas about the kinds of books they will write. Audiences will be taken into consideration so that there will be a wide variety for all ages.

Picture and alphabet books will be included in order to capture interest of early readers.

Research on space exploration and its connection to Houston should entice the science fiction buffs to write stories about space launches and landings. Students who have an interest in archeology can organize archeological digs in specific areas of the campus that are approved by the administration.

Math/Science buffs can study the planets in a mock space exploration patterned after the Magic School Bus series. They can generate problem-solving activities during group discussions. This will enable them to apply their knowledge of place value, addition, subtraction, and division. Measurement skills will be enhanced and strengthened.

Some students might want to focus on historical sites and their histories, while others may want to write travel guides. Field trips to the Project Row Houses, Menil Collection, and the Children's Museum will be organized throughout the school year to provide experiences for the children to write authentic accounts.

This unique unit and its accompanying plans can be adapted and modified for any area in the world. Many of the lessons will involve collaborative work, so the students should be taught group procedures and outcomes. Grouping can be conducted with a focus on the teacher's desired finished product from the group. Suggested jobs are listed in the procedure.

SPECIFIC OBJECTIVES FOR LESSON PLANS

Specific objectives, taken from HISD'S CLEAR curriculum and the state of Texas' TEKS (Texas Essential Elements of Knowledge and Skills), are listed below for easy access. Many of them are across core subject areas, and grade levels. They are copied directly from the web site for easy access, but can be taken directly from the website (www.houstonisd.org).

1. To identify and use a variety of print resources to research a specific topic. (Houston's History.)
2. To use video tapes, websites, print resources, and primary resources to conduct research.
3. To narrow topic focus to a manageable level. To learn and practice the basic steps of researching a topic and creating a written published product to share with others.
4. To read classic and contemporary works.
5. To read from a variety of genres for pleasure and to acquire information from both print and electronic sources.
6. To read to accomplish various purposes, both assigned and self-selected.
7. To use resources and references such as dictionaries, glossaries, available technology, and context.
8. To use a variety of strategies to comprehend selections read aloud and selections read independently.
9. To monitor the student's own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help. To draw and discuss visual images based on text descriptions.
10. To make and explain inferences from texts such as determining important ideas, causes and effects, making predictions, and drawing conclusions.
11. To distinguish fact from opinion in various texts such as topics, characters, and themes.
12. To represent text information in different ways, including story maps, graph, and charts.
13. To demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology.
14. To connect ideas and themes across texts.
15. To distinguish different forms of texts, including lists and newsletters and the functions they serve.
16. To distinguish fiction from nonfiction, including fact and fantasy.
17. To generate ideas for writing by using prewriting techniques such as drawing and listing key thoughts.
18. To develop and revise drafts for varied purposes, including to achieve a sense of audience, precise word choices, and vivid images.
19. To use writing as a tool for listening and research.
20. To understand and identify literary terms such as title, author, illustrator, etc.

FIELD TRIPS

Brief descriptions of each of the places for the field trips follow. While admission to most of these places of interest is free, there is a charge for some.

Allen's Landing Park, the landmark where Houston began is an area where Buffalo Bayou merges with White Oak Bayou; and the site where the Allen Brothers visualized the economic richness of their city to flourish. This park is part of Houston's Waterfront District.

Allen Brother's Cemetery (now **Founders Memorial Park**) is located on West Dallas. Many famous Houstonians, such as J. K. Allen, are buried here. The office should be contacted before scheduling the trip so that the students have access.

Sam Houston Park is situated beneath Houston's skyscrapers. There are many historic houses that have been moved here from other parts of the city and are part of the Heritage Society Museum.

Aquarium Restaurant/Buffalo Bayou Park is located in downtown Houston and situated adjacent to Buffalo Bayou. After walking the historical wall, which borders the perimeter, the group can assemble for further discussion and note comparisons. Arrangements to dine should be made prior to the trip. Another feature is the carnival on the premises. Including this entertainment feature is up to the teacher planning the trip.

Bayou Bend: This grandiose park boasts of having the former home of Ima Hogg, (the daughter of Texas' first native-born governor) on its grounds. The mansion houses 5,000 objects of American decorative art and paintings. The property has many beautiful gardens to view.

Hermann Park: Nestled across the street from Rice University rests Hermann Park. Presented to the City of Houston by George Hermann in 1914, it is Houston's historically significant public green space. The Houston Zoo, Miller Outdoor Theatre, the Houston Museum of Natural Science, and one of the first desegregated public golf courses in the United States surround it (hermannpark.org, July 2006).

University of St. Thomas/The Menil Collection: The university was founded as a Roman Catholic university in 1947. This beautiful private university has its grounds in Mid-town/Montrose area of Houston. It is located north of the museum district, and adjacent to the Menil Collection and the Rothko Chapel. Also included are several historic buildings including the once largest home in Houston.

Rice University opened in 1912 as the William Marsh Rice Institute. Chartered in 1891, this university's history reads like an excellent mystery novel. Rice's first educational strengths were developed in science and engineering. It, too, is a private institution.

Project Row Houses: This collection of wood houses rests in the middle of the Third Ward Community. African American artist Rock Lowe visualized its inception. He wanted a venue to display the works of African American artists. These shotgun houses have been transformed into a community art and education center.

Houston Port Authority: This is the port for Houston, Texas, the busiest port in the United States that handles foreign tonnage, the second busiest in the United States in overall tonnage, and the sixth busiest in the nation. To schedule a field trip, constant contact with the scheduler is advised. Leave your campus very, very early in order not to get caught in a line trying to cross the railroad tracks. The port is under very high security.

Texas Southern University: A historically black university established on March 3, 1946, and initially named Texas State University for Negroes. Before becoming a state university, it was owned by the Houston Independent School District. During this time, it was known as Houston College for Negroes.

LESSON PLANS

The following lesson plans can be used as written or modified to fit the specific age group that is studying about Houston and Texas history.

Lesson One

It will be necessary to gather these materials before the lesson is introduced. By calling or writing the offices, the teacher can have brochures sent by mail, or the places can be visited and explored beforehand.

Day 1

Objective

To introduce the field trips that will be included in research and study for specific places in order to gather modern research for the students' literary composition.

(This lesson will take two or three 45-minute class sessions to complete. The teacher can divide them according to the abilities of the students)

Materials

- Chart paper
- Markers
- Social Studies folders
- Brochures from the following places (Day 1)
- Allen's Landing
- Buffalo Bayou Park
- Sam Houston Park
- Hermann Park
- Heritage Park
- Project Row Houses
- Menil Collection
- University of St. Thomas
- Rice University
- Texas Southern University

(This list should be updated and altered to fit trips that can actually be planned)

Procedure

The students should divide themselves into special interest groups.

They will review the brochures and take notes of key points or places they want to focus upon.

Each group shall assign the following jobs:

- Discussion leader
- Scribe/Recorder
- Reporter
- Materials manager

They will make charts of this recorded information. The charts will remain displayed for the duration of their projects as references. A center in the classroom will be set up for study. All information and resources will be placed in this specific area of the classroom.

At the end of the lesson, the reporters from the groups will give a brief description of the results of the groups' brainstorming session to the class.

Day 2

Objective

To introduce the students to the Research process.

Any Language/English textbook can be used to introduce and implement the process of writing a research paper. I will use the HISD Clear Curriculum for third grade language arts.

Materials

Language Arts Textbook

The students and I will use the textbook as a guide for the development of their textbook. This lesson will entail an oral discussion of what a research paper is, and how to write it from research, note taking, and first draft to published copy. As the development of the paper progresses, we will refer to our guide.

Lesson Two

Objective

To review story elements
(Teacher directed lecture)

The teacher will introduce the lesson by reading a story (To be selected)

After the story is complete students and teacher will discuss:

- Setting
- Characters
- Problem
- Event 1
- Event 2
- Solution

At the end of the lesson, students will brainstorm for ideas of story elements for their compositions.

Lesson Three

Objective

To begin researching and writing the literary compositions.

(This class will be held in the Computer Lab)

Materials

- Computers
- Printers
- Social Studies notebooks
- Pencils

Students will begin gathering research from Internet Resources. They will also use library books, periodicals, and other reference materials during other research time allotments.

Students will spend a 45-minute session researching and printing resources for the class Internet Library. The printed copies will remain in the Houston center so that everyone can use them, and multiple copies of the same information will not be printed in the lab, which will also save paper.

Upon returning to the classroom, the groups with like research topics will write an outline from the information. This will be the basis for the first rough draft of their story or book about Houston.

ANNOTATED BIBLIOGRAPHY

Works Cited

“Houston.” *Wikipedia*. 1 February 2006. <<http://en.wikipedia.org/wiki/Houston>>.

This website is timesaving, compact, and precise for quick access to Houston’s history, both past and present.

Houston Independent School District. *CLEAR* (Clarifying Learning to Enhance Achievement Results). Houston, TX: Houston Independent School District, 2002-2003.

This is the curriculum written by the district and used in classrooms grades kindergarten through twelve.

Hurley, Marvin. *From a Troubled Beginning*. 2002. 4 February 2006.

<<http://www.houstonhistory.com/decades/history5.htm>>.

An asset to finding information on immigration if expansion of research if necessary.

“Rice University.” *Wikipedia*. 3 July 2006. <http://en.wikipedia.org/wiki/Rice_University>.

Social Studies Grade 3 Communities. Upper Saddle River, NJ: Pearson Education, Inc., 2003.

This is the social studies textbook currently used by the third grade in the Houston Independent School District.

Supplemental Resources

Books for Teachers and Students

The Anglo American Texans. San Antonio: The University of Texas Institute of Texan Cultures at San Antonio, 1975.

Information on Anglo Americans can be used in lecturing from this book. The establishment of German, Swedish and other specific Anglo races are spotlighted.

Bach, Robert L. *Changing Relations*. Ford Foundation, 1993.

This paperbound book gives general information on immigration. Special attention is given on a nationwide study of intercrop relations in several cities in the United States in the late 1980s.

“Born on the Bayou.” *Houston Institute for Culture*. (2004). 13 Feb. 2006. <<http://www.houstonculture.org>>.

Cultural information about immigrants is contained here. You can also access other websites for more facts.

Dumoulin, Barbara, and Sylvia Sikundar. *Celebrating Our Cultures*. Pembroke Publishers Unlimited, 1998.

This is an activity book filled with resources to supplement language arts and social studies. The activities include lessons and crafts on special holidays in the United States and other countries.

Field, William T. Jr. *The Chinese Texans*. The University of Texas Institute of Texan Cultures at San Antonio, 1975.

Specific historical information is included as immigration relates to Texas specifically, including Houston and the establishment and building of the Chinese communities.

Mosbasher, Moshen M., and Mahmoud Sadri. *Migration, Globalization, and Ethnic Relations: An Interdisciplinary Approach*. Upper Saddle River, NJ: Pearson Education, Inc., 2004.

Immigration and its history are the forte of this book. This book gives detailed facts and statistics about Houston’s immigration history.

Von Der Mehden, Fred R. *The Ethnic Groups of Houston*. Houston, TX: The Houston Center for the Humanities, Rice University, 1984.

A local historian shares his research in this book. The book explains the different ethnic groups that have settled in Houston.

Books for Students

Arnold, June. *Baby Houston*. Austin: Texas Monthly Press, 1988.

Guderjan, Thomas H., and Carol S. Canty. *The Indian Texans*. San Antonio, TX: The University of Texas Institute of Texan Cultures at San Antonio, 1975.

Emphasis on Indians in Texas is specified in this book. Specific tribes are discussed.

Nesmith, Samuel P. *The Mexican Texans*. San Antonio, TX: The University of Texas Institute of Texan Cultures at San Antonio, 1975.

This book will give information that will help with the chronology of ethnic groups’ immigration to Houston.

Simons, Helen and Catherine A. Hoyt. *The Spanish Texans*. San Antonio: The University of Texas Institute of Texan Cultures at San Antonio, 1975.

Detailed information on Hispanics and their immigration to Texas is outlined. This book includes immigration history of the Hispanics from South America, re: Guatemala, Colombia, etc.

Web Sources

- Education World*. 1996-2003. Education World, Inc. 13 February 2006. <www.educationworld.com>. Lesson plans galore are contained on this website. The plans can give ideas for the development and extension of lessons for your unit. There is a charge for this website.
- For Educators*. 2004. Independent Television Service (ITVS). 1 February 2006. <<http://www.pbs.org>>. This is a 5- to 6-hour lesson plan using children's literature to study some of the concepts and real life experiences of immigration involving children.
- Frey, William H. "The United States Population: Where The New Immigrants Are." *U.S. Society and Values* (June 1999): 16 pars. 28 February 2006. <<http://www.usinfo.state.gov>>. William H. Frey gives immigration statistics on modern day population of immigration in the United States. He uses information from the 1990 census, and makes predictions about the population of immigrants as late as 2030.
- Great Houstonians*. HoustonHistory.com. 1 February 2006. <<http://www.houstonhistory.com>>. Anything you want to know in general about Houston's history from 1836 to 2000 is listed here. Links to specific years can be accessed.
- HISD Connect. Houston Independent School District. (2002-2004). 1 February 2006. <www.houstonisd.org>. This is the website for the Houston Independent School District. The CLEAR curriculum and model lessons are here, and links to TEA or other agencies needed for information on Houston's academic requirements.
- Houston: An Overview*. 2003. Galveston.com & Company, Inc. 14 February 2006. <<http://www.houstontravelguide.com>>. Field trip information to historic and entertaining sites can be researched from this site. Brief historical summaries are found here also.
- Houston East End Chamber of Commerce. 2003. Lawton Printing, Inc. 2 February 2006. <<http://www.eecoc.org>>. Houston East End Chamber of Commerce gives factual history about the settling of East Houston, including Magnolia Park and Denver Harbor.
- Houston, Texas Directories, 1882-95. 1998-2004. *MyFamily. Ancestry*. 13 Feb. 2006. <http://www.ancestry.com>. This site contains a database of marriage, birth, and death records. They are in a learning center link which gives information on the history of Houston.
- International Children's Digital Library. 2004. University of Maryland/Internet Archive. 10 February 2006. <www.icdlbooks.org>. This website gives the titles and categories of books and free digital copies to download and print. There are many multicultural authors and books listed. This is an excellent source of materials for the classroom.
- McComb, David G. Houston, TX. 2002. The Texas State Historical Association. 2 February 2006. <<http://www.tsha.utexas.edu>>. This is really a handbook of Texas history online. This article on Houston begins with detailed descriptions, including population and location statistics.
- Melville, Margarita B. "The Mexicans in Houston Today." *GoMAINST*. 13 February 2006. <<http://www.gomainst.com>>. This website is a must for researching Houston in its infancy.
- "Sam Houston Park." The Heritage Society. 14 February. 2006. <<http://www.heritagesociety.org>>. This website provides information for planning a field trip to Sam Houston Park in downtown Houston. It is the city's outdoor historic museum and park. The structures housed in the park date from 1832 to 1905.
- "Texas." *NPG*. (2004). 10 February 2006. <www.npg.org>. This website gives information about the state of Texas. Information on Houston immigrants by ethnicity can be researched from these facts.
- Tomball Area Information Page. 1997-2003. *Foundus*. 1 February 2006. <<http://www.foundus.com>>. This website is excellent for research needed to substantiate facts that will help to understand more about the city of Houston's purchase and history. It includes information on other cities that are included in the development of early Houston.