

### **Part III**

TEKS-aligned lesson plans for K-12 Education  
Juan Carmona – Donna ISD  
Roberto De La Rosa – Edinburg ISD

Hidalgo County high school teachers Juan Carmona and Roberto De La Rosa were asked to describe what inspired them as they developed the lesson plans for this project. Maintaining the methods of place- and community-based learning in mind, what outcomes do they expect when implementing these lesson plans in their classrooms? Here are the responses from these wonderful educators regarding this topic:

*My goal is to get students engaged in the history of the Rio Grande Valley and then recognize that their history is not just a local history but is a valuable part of our national history. I want my students to know that their community played a major role in a historical event. This will encourage the students to study history and learn more about their community. These plans will be used in Texas History and US History survey courses where the students learn about the Underground Railroad. As the students pay more attention to the local history, they will pay more attention in class and their test scores will improve. This will happen because lesson plans such as this one helps the students realize that this community has very rich traditions and this history inspires the students to want to learn more.*

*Juan Carmona*

*Mexican American Studies and US History, Donna High School, Donna, TX*

*Integrating a local consciousness in a global world recenters students' perspectives of themselves and the places they are from. The ability to see the past allows a reflection for learning and understanding that enhances a student's self-image and appreciation of where they are from. Histories such as the experience of the Jackson family remind us that borderlands have historically been a place of hope and refuge for freedom seekers. It is empowering, and inspiring a new narrative on racial diversity that builds a bridge directly over attitudes of intolerance and prejudice. Oftentimes we consider South Texas to be a location of racial singularity, however, it has been a site of aspiration for many different people from many different places across multitudes of historical eras. Place based learning coalesces a humanity connected to a space so that they are aware of how they will shape the realities of its future. This motivates and challenges students to construct possibilities from a deeper starting point than they were aware of - to heights that they may have never imagined before.*

*Roberto De La Rosa*

*World Geography and AP Human Geography, Robert Vela High School, Edinburg, TX*

### Jackson Family activity Instructions

The following activity is designed to be used as daily Bell Ringers with a final essay which can be completed in about 30 min. The essay should be followed with the class sharing their diary entry with a discussion to follow.

#### Possible Discussion Questions:

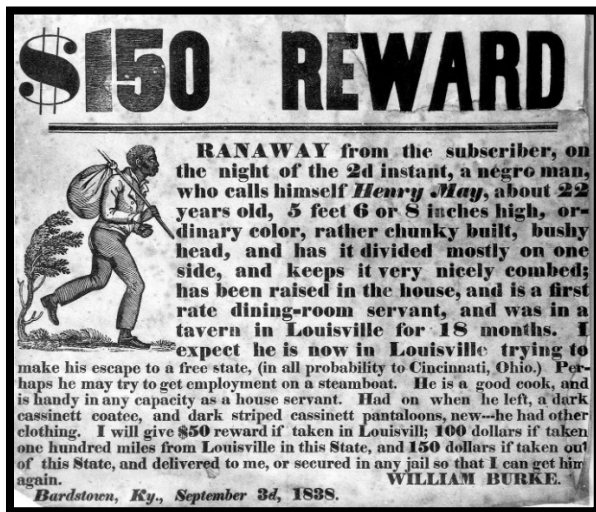
1. What role did Mexico play in the events around slavery in the United States?
2. What would you do if you were the Jacksons, why?

TEKS: 1A, 6B, 7BC, 8B, 10BC, 11A

### Introduction Part I

#### Background

#### Fugitive Slave Act



**\$150 REWARD**

**RANAWAY** from the subscriber, on the night of the 2d instant, a negro man, who calls himself *Henry May*, about 22 years old, 5 feet 6 or 8 inches high, ordinary color, rather chunky built, bushy head, and has it divided mostly on one side, and keeps it very nicely combed; has been raised in the house, and is a first rate dining-room servant, and was in a tavern in Louisville for 18 months. I expect he is now in Louisville trying to make his escape to a free state, (in all probability to Cincinnati, Ohio). Perhaps he may try to get employment on a steamboat. He is a good cook, and is handy in any capacity as a house servant. Had on when he left, a dark cassinet coat, and dark striped cassinet pantaloons, new--he had other clothing. I will give \$50 reward if taken in Louisville; 100 dollars if taken one hundred miles from Louisville in this State, and 150 dollars if taken out of this State, and delivered to me, or secured in any jail so that I can get him again.

WILLIAM BURKE.  
Bardstovn, Ky., September 3d, 1838.



**\$200 Reward!**

**Ranaway from the subscriber,** living in Saline county, on the 4th inst., two Negromen, named Jim and Jack--each aged about 25 years.

**Jim**  
is dish-faced; has sore eyes and bad teeth; is of a light black or brown color; speaks quick, is about 5 feet 7 inches high; had on when last seen, blue cotton pants, white shirt, white fullered coat and new custom-made boots.

**Jack**  
had on the same kind of clothing with shoes, has a very small foot, wears perhaps a No. 0 shoe, and has heavy tracks in the heels; is about the same height and color of Jim. They are doubtless aiming for K. T.

**A reward of \$100 each will be given** if taken outside of the State, or \$50 each if taken in the State, outside of Saline county.

C. D. WILLIAMS,  
Spring Garden, P. O., Pettis county, Missouri.  
Harrisonville, Mo., June 7th, 1860.

The Fugitive Slave Act of 1850 allowed for Southerners to enter into Northern states and retrieve their slaves. This Act would lead to episodes of Southerners “kidnapping” free African Americans and selling them into slavery. As you can see in the advertisements above you could also make large sums of money by collecting rewards for returning slaves to their owners.

**Journal Entry:** Imagine you are a white man married to an African American woman (former slave) write your thoughts about the Fugitive Slaves Act and any actions you might feel you have to take.

## Introduction Part II

### Background

#### Mexico and Vicente Guerrero

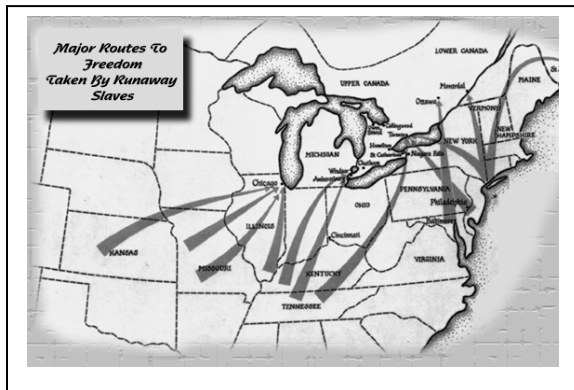
- Population of Mexico in 1810
- Native American (3,676,281) 60%
- Creoles (1,092,397) 18% (full blood Spaniards born in Mexico)
- Mestizos (704,245) 11% (Mix of Spaniard and Native)
- Mulattoes (624,461) 10% (Mix of Spanish and African)
- Peninsulares (15,000) .3 (full blooded Spaniard born in Spain)
- Africans (10,000) .2%

Mexico gained its independence from Spain on August 24, 1821. The people of Mexico would be eternally grateful to many heroic figures who helped accomplish this feat, especially Vicente Guerrero. Guerrero was an Afro-Mexican soldier who served during the Mexican War for Independence and worked his way into becoming Mexico's second president. During his presidency, he greatly advocated and achieved the abolition of slavery in 1829. This came after his help on the making of the *Plan de Iguala* which granted freedom and citizenship to any individual living in Mexico, regardless of their ethnic background. This effectively granted freedom to any African who made onto Mexican Soil.

#### Questions:

1. What do you think drove Mexico and specifically Vicente Guerrero to abolish slavery?
2. What does the abolishment of slavery say about Mexico?

### Introduction Part III Background The Underground Railroad



The Underground Railroad was not an actual railroad was not an actual railroad but a series of routes which took you to safe houses as you made your way up the northern states. One of the most famous “Conductors” (guides) was Harriet Tubman.

Questions:

1. What impact would the Fugitive Slave Act have upon the Underground Railroad?
2. As an African American woman, would Harriet Tubman being at an advantage or disadvantage as conductor on the Underground Railroad?

## **Jackson Family**

Nathaniel Jackson was born in Wilkes County, Georgia in 1798 to Joseph and Mary (Burke) Jackson. On March 27, 1804, a four-year-old female named ‘Tilley’ (Matilda) was purchased as a slave by Joseph Jackson. Nathaniel and Matilda grew up together as children on Nathaniel’s father’s farm. Around the time of the War of 1812, many members of the Jackson Family moved west to Mississippi Territory that today is the US state of Alabama. By 1814, Nathaniel’s father had remarried and as the family grew, they lived in the counties known today as Clarke and Wilcox Counties. By 1829, Nathaniel and Matilda began to have children together. They lived on Nathaniel’s property in Wilcox County, Alabama but are only noted in the 1830 US Census records with a check mark under ‘slaves’ on his property. By 1840, Nathaniel and Matilda had seven children together. In 1850, the United States government reenacted the “Fugitive Slave Act” which called for citizens to assist in the apprehension of runaway slaves in an effort to return these people to their owners. Tensions grew even further when the Dred Scott Decision was decided by the US Supreme Court in 1857 which allowed slave owners to bring their slaves as property over state lines into ‘free’ states within the US union. As tensions were mounting in US southern states and laws were passed in surrounding states such as Louisiana prohibiting the emancipation of slaves, the Jackson family (and extended family members, children, and grandchildren) left Wilcox County, Alabama and headed for Mexico. They arrived at the US-Mexico international border along the banks of the Rio Grande in Hidalgo County in 1857 and decided to settle on the US side of the border. Nathaniel Jackson bought 5,535 acres of land in San Juan, Texas and started a community that included a Methodist church. Members of this family still live in the region today.

### **Questions:**

1. What about Nathaniel Jackson would help to explain why he would partner with an African American woman and former slave?
2. Why do you think Nathaniel Jackson would buy land along the border?
3. What does the Jackson family story tell you about other families in the region?

### **Final Essay**

In 1861 the United States entered the Civil War and Texas would join the Confederacy. Pretend you are Nathaniel Jackson, write a diary entry in which you describe your reaction to Texas joining the Confederacy and what steps you are going to take to protect your family.

## **World Geography Lesson Plan**

### **Materials:**

#### [The Legacy of the Underground Railroad in Texas:](#)

<https://www.youtube.com/watch?v=oAByeTZto5U&t=48s>

#### [Stopping the Wall:](#)

<https://www.youtube.com/watch?v=IOy1mJZCQcw>

#### [Uncovering the Underground Railroad:](#)

<https://www.youtube.com/watch?v=GYlnf55pOqI>

#### [A Forgotten Part of History:](#)

<https://www.youtube.com/watch?v=CzcDGc2xf5o>

[Civil War Trail Historical Marker:](https://www.utrgv.edu/civilwar-trail/civil-war-trail/hidalgo-county/jackson-ranch/index.htm?fbclid=IwAR2WPWkPGm7vsuf5JE5CZdiyRkxzZoilhTA62M2I0AIpoSETNKAFQxdkjSo) <https://www.utrgv.edu/civilwar-trail/civil-war-trail/hidalgo-county/jackson-ranch/index.htm?fbclid=IwAR2WPWkPGm7vsuf5JE5CZdiyRkxzZoilhTA62M2I0AIpoSETNKAFQxdkjSo>

### **TEKS:**

WG.7(B) explain how physical geography and push and pull forces, including political, economic, social, and environmental conditions, affect the routes and flows of human migration

WG.2(A) describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions

WG.5(A) analyze how the character of a place is related to its political, economic, social, and cultural elements

WG.18(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion

WG.16(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion

WG.17(D) evaluate the experiences and contributions of diverse groups to multicultural societies

## **Lesson Objective(s):**

1. TLW consider the role of South Texas in the Underground Railroad for freed slaves.
2. TLW understand how ethnic diversity of South Texas has been influenced by migration of different ethnic groups throughout different historical eras.
3. TLW investigate how the historically significant land is being compromised by the construction of the border wall.

## **Differentiation Strategies:**

Technology Integration: Students will utilize technology to investigate the history of the Jackson family and their role in expanding the Underground railroad to South Texas.

Language Support: Students will participate in class or small group discussion about their knowledge of racial diversity in South Texas.

Higher Order Skills: Students will reflect on the impact of cultural convergence during the time of the civil war era in South Texas and its implications on contemporary diversity and multiculturalism.

## **Engagement:**

**Objective:** Students will discover the racial diversity that makes up South Texas as a culture region. Students will understand the historical significance of the region within the context of struggles of freedom, justice, and equality.

**Activity:** Place Collage - have students with words, numbers, or images create a collage of their perspective of South Texas. This could be done on a sheet of paper, Doc, or Slide.

## **Discussion Questions/Journal Entries:**

Describe racial and ethnic diversity in South Texas?

What are groups that have influenced the cultural identity of our region?

How has South Texas been a place that provides opportunities for freedom and equality in spite of oppression and prejudice that may exist outside of our region?

What makes South Texas unique as a location to be situated as a site of resistance against injustice and inequality?

## **Exploration:**

**Objective:** Students will watch YouTube clips to engage in a virtual field trip to the Jackson family property to visualize the site and locational features that enabled routes to freedom for African Americans in South Texas.

Students can physically visit the historical marker designated by the State of Texas, the first Protestant church built in the Rio Grande Valley, and the cemetery to experience the few remaining physical artifacts of African American settlements of South Texas.

**Activity:** Using the images shown throughout the videos, have students draw the path of the Jackson family from Alabama to South Texas. To enhance activity, have students include drawings of images they recall from the video.

## **Discussion Questions/Journal Entries:**

Who was Nathaniel Jackson?

How did his relationship with Matilda Hicks change his perspective on slavery?

What were the physical characteristics of South Texas that made this a desirable region for the Jackson's to settle?

What is the significance of the border to the African Americans seeking freedom and safety?

## **Explanation:**

**Objective:** Students will explain causes of migration and location features that pull the Jackson family from Alabama to South Texas. Students will also explain the legacy and impact of this biracial family to the contemporary racial and ethnic composition of South Texas.

**Activity:** Create a Vocabulary Chart of terms (terms, definitions, pictures, sentences) that have been introduced throughout the lesson. Including but not limited to: human rights, settlement patterns, migration, push factors, pull factors, physical borders, national boundaries, race, multiculturalism



### **Discussion Questions/Journal Entries:**

What are the push factors that caused the Jackson family to move from Alabama?

What pull factors encouraged the Jackson family to settle in the borderland of South Texas?

What is multiculturalism?

How has South Texas experienced diversity in different eras of history?

What influences diversity in South Texas today, are there any connections to the past?

What value does the narrative of the Jackson family have on understanding local history and the racial identity of South Texas?

Why is it necessary to preserve historical locations such as the Jackson church and cemetery?

### **Elaboration:**

**Objective:** Students will engage in an exploration of the history of South Texas in the context of racial struggles for freedom and make comparisons to contemporary fights for equality.

Students will research the current threats that seek to deny access to the historical and sacred land of the Jackson family by the construction of the border wall.

Students will compare the open border and pathways to freedom, and the purpose of the border wall and contemporary migration into the United States.

**Activity:** Create a comparison chart showing the cause for migration from Alabama to South Texas during the 1860s to the present flow of migration to South Texas from other countries. Write a reflection essay that explains the historical and contemporary significance of the borderlands of South Texas.

**Reflection:** Students can apply this knowledge to have a deeper understanding of the historical significance of the South Texas border region in the context of racial equality and justice. Students will also make connections to efforts of solidarity in racial equality between Mexican and African Americans. Students will recognize the political complexities of maintaining access to this historical and sacred land in the context of the border wall construction.

### **Evaluation:**

**Objective:** Students will participate in class and small group discussions based on comparing the struggle for equality and freedom during the Reconstruction Era and contemporary society in the United States. Students will share ideas and writings from their comparison charts or reflection essays.

**Activity:** Students will write letters to elected officials declaring the historical and cultural significance of the Jackson family property in the context of the construction of the border wall.

Students will design public awareness posters displaying the historical significance of cultural diversity in South Texas and connections to contemporary protests of racial equality in the United States.

Lesson 3 – Developed by Bobby De La Rosa

Edinburg Vela High School – AP Human Geography

## **AP Human Geography Lesson Plan**

### **Lesson Objective(s):**

The following lesson is designed to build geographic perspective about the concepts of place, migration, diffusion of culture, and territoriality. Students will be introduced to the story of the Jackson family’s migration from Alabama to Texas and the contemporary challenges that the land currently faces. Students will develop writing skills by answering Free Response Questions and enhance AP skills by completing extension activities.

### **Materials:**

The Legacy of the Underground Railroad in Texas:

<https://www.youtube.com/watch?v=oAByeTZto5U&t=48s>

Stopping the Wall:

<https://www.youtube.com/watch?v=IOy1mJZCQcw>

Uncovering the Underground Railroad:

<https://www.youtube.com/watch?v=GYlnf55pOqI>

A Forgotten Part of History:

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Civil War Trail Historical Marker: <https://www.utrgv.edu/civilwar-trail/civil-war-trail/hidalgo-county/jackson-ranch/index.htm?fbclid=IwAR2WPWkPGm7vsuf5JE5CZdiyRkxzZoiIhTA62M2I0AIpoSETNKAFQxdkjSo>

### **AP Human Geography Units and Topics:**

1.2 Geographic Data

1.4 Spatial Concepts

2.10 Causes of Migration

2.11 Forced and Voluntary Migration

2.12 Effects of Migration

4.3 Political Power and Territoriality

4.5 Function of Political Boundaries

5.2 Settlement Patterns and Survey Methods

## **AP Human Geography Essential Knowledge Vocabulary**

Unit 1: Place

Unit 1: Qualitative Data

Unit 1: Census

Unit 2: Forced Migration

Unit 2: Internal [Interregional] Migration

Unit 2: Push Factors

Unit 2: Pull Factors

Unit 3: Diffusion of Religion

Unit 3: Stimulus Diffusion

Unit 3: Language

Unit 3: Ethnicity

Unit 4: Political Borders

Unit 4: Centripetal Force

Unit 4: Territoriality

Unit 5: Long Lot Survey Method

Unit 5: Subsistence Farming

## **AP Human Geography Free Response Writing Topics**

The Legacy of the Underground Railroad in Texas:

<https://www.youtube.com/watch?v=oAByeTZto5U&t=48s>

1. Describe the place characteristics of South Texas. Identify the physical and human characteristics.
2. After you have learned about the history of the Jackson family, how does your perception change of the human characteristics of South Texas?
3. Describe the function of the South Texas border, how did the Jackson family use the borderlands to escape racial oppression?

4. Use the concept of centripetal force to describe the secession of Texas and the concept of centrifugal force to explain the alignment of Texas to the confederacy.
5. Describe how the collection of data enabled the history of the Jackson family to become discovered by historians today? What type of quantitative and qualitative data was present in the videos?
6. Explain how the use of long lot survey methods allowed the Jackson family access to a pathway to Mexico.
7. Describe how the establishment of the first Spanish speaking Methodist Church is an example of stimulus diffusion.
8. How are ethnicity and language expressed in the story of the Jackson family migration from Alabama to South Texas?

### **Stopping the Wall:**

<https://www.youtube.com/watch?v=IOy1mJZCQcw>

9. Explain how the concept of territoriality is at the root of the contemporary conflict imposed by the construction of the border wall near the property of the Jackson family.
10. How does the border function in contemporary South Texas for people who are being pushed out of their countries of origin?

### **AP Human Geography Skill Strategies and Extension Activities**

Data Analysis:

Research Census Data from Hidalgo County across a variety of time periods to track racial and ethnic distribution. Display results in a data chart.

**Map Analysis:**

Create the route the Jackson family took from Alabama to Texas on a map. Consider their method of transportation and the length of their journey. How would a family migrate today? How does this help explain the concept of time space compression and relative distance?

**Visual Analysis:**

Research pictures of the Jackson family, Jackson family church, Long Long Surveys of South Texas, the planned construction of the Border Wall and create a photo collage to explain the significance of the South Texas region as being a site of political freedom.

**Source Analysis:**

Identify the sources of information presented in the videos. Where did the data come from? Make a list of sources of the data, maps, and pictures that were presented and explain the impact that these sources have on the historical accuracy and historical significance of the Jackson family's migration.

**Content Analysis:**

Make a list of 15-20 AP Human Geography vocabulary terms that are expressed through the videos and content. Write a sentence that explains the definition and uses the Jackson family history as an example of AP Human Geography concepts.