

MAKING A LIVING

BULLOCK TEXAS STATE HISTORY MUSEUM



Look at the
exhibitions!

How have Texans
made a living?

Think
about it!

Make a
connection!

FIRST FLOOR

Packing for a Colony

LOOK at the items carried on the *La Belle* ship to establish a new colony. Soldiers, sailors, colonists, and priests brought the items they needed to make a living.

NAME each of these artifacts.

Did the owners bring them to trade or to keep? **CIRCLE** one.



TRADE or KEEP



TRADE or KEEP



TRADE or KEEP



TRADE or KEEP



TRADE or KEEP



TRADE or KEEP

I'll trade you for it!

1. DRAW the artifact from *La Belle* that you would like to own.

2. I would trade my (item you own)

for the (*La Belle* item)

_____ because

_____.

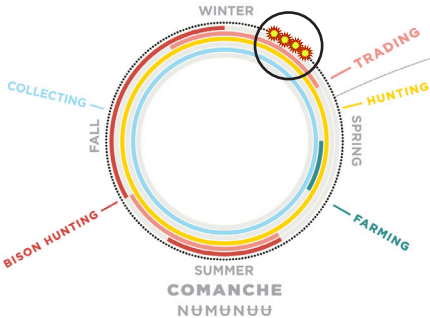
Next, **WALK** through the first floor until you find a bison statue.

FIRST FLOOR

Changing of the Seasons

American Indians living in Texas relied on hunting, farming, using natural resources, and trade to provide for their communities. Each tribe worked on different activities at different times of the year.

FIND the seasonal calendar showing the Comanche tribe.



Example: This shows the Comanche calendar in winter (notice the lit up area). In this season, the Comanche tribe did these activities:

- Bison Hunting
- Fishing
- Collecting
- Hunting
- Trading
- Farming

What season are you visiting the museum? **CIRCLE**. Winter Spring
Summer Fall

FIND the calendars of the tribes below. **LOCATE** the current season (the lit up area). **CIRCLE** the activities each tribe did during this time of the year. **DISCUSS**: Which activity do you think would be most important for survival? Which skill would you most like to learn?

Jumano

Bison Hunting Fishing

Collecting Hunting

Trading Farming

Lipan Apache

Bison Hunting Fishing

Collecting Hunting

Trading Farming

Karankawa

Bison Hunting Fishing

Collecting Hunting

Trading Farming

Caddo

Bison Hunting Fishing

Collecting Hunting

Trading Farming

Next, **GO** upstairs to the second floor, **WALK** past the Alamo, and **STOP** when you find a stacks of cotton bales.

SECOND FLOOR

Why was cotton called White Gold?

Did you know...

In the 1850s
the cotton
industry was
HUGE in Texas!



= 215 pants
1,217 shirts or
4,321 socks



In 1860, cotton sold for about 12 cents per pound. A cotton bale weighed about 500 pounds. How much could a farmer get paid for one bale of cotton? $12 \text{ cents} \times 500 \text{ lbs} =$
_____ per bale.

COUNT the bales of cotton stacked under the Bayou City Sign: _____

How much money would the farmer make from selling those bales?

_____ bales \times \$ _____ per bale = \$ _____.

Next, **WALK** past the Civil War cannon until you reach the circular room about Reconstruction.

SECOND FLOOR

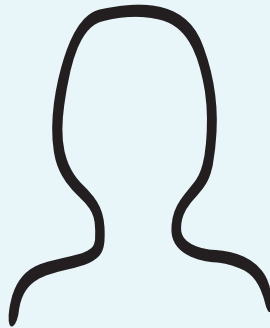
“There is Work to be Done”

During Reconstruction after the Civil War, Texans worked hard to rebuild the state’s economy and build new lives for themselves.

LOOK at the photographs and labels, and **NAME** the different types of jobs that people did during Reconstruction:

Which of these jobs would **YOU** like to have done, and why?

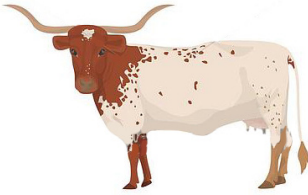
Texas workers wear many hats. What hat do you think you would have worn for the job you choose? **DRAW** yourself wearing that hat.



Next, **GO** upstairs to the third floor, and **STOP** when you see a longhorn cow.

THIRD FLOOR

Cattle Drive: Is it Worth the Risk?



Reach down and **FEEL** the floor...Can you tell what has been travelling on it?

After the Civil War, there were **MILLIONS** of cows roaming around Texas.

Ranchers could sell their cattle in Texas for \$2 per cow **OR** they could hire cowboys to drive them ALL the way to Kansas and sell them for \$20 per cow. Cowboys faced many dangers on the trail, like bad weather, stampedes, crossing rivers, and losing cows to predators.

CALCULATE:

TEXAS: 2,000 cows X \$2 each = \$ _____

KANSAS: 2,000 cows X \$20 each = \$ _____

Do you think making the extra money was worth these risks?
Why or why not?

EXAMINE the artifacts in the exhibit cases to **LIST** the tools, gear, and clothing used by cowboys and ranchers. **CIRCLE** the item you think would be most useful to use or wear.

Next, **GO** to the other side of the third floor, and **STOP** when you get to "Opportunity on the Land."

THIRD FLOOR

Opportunity on the Land

Many Texans make their living by using the natural resources from the land. **LABEL** the map of Texas with the industry located there. **LOOK** at the artifacts to the right and **DRAW** one tool that you would find most useful if you worked in that industry.

The image shows a map of Texas with five distinct colored regions. Each region is connected by a line to a rectangular box labeled "Tool:". The regions are: a large orange region in the north-central part; a blue region on the eastern side; a green region in the southeast labeled "Rice"; a red region in the south; and a grey region on the western side. One of the tool boxes, connected to the blue region, contains a drawing of a scythe. The other four tool boxes are empty.

Next, **GO** to the third floor rotunda, and **LOOK** over the railing to find the Mosaic of Texas Identity.

THIRD FLOOR ROTUNDA

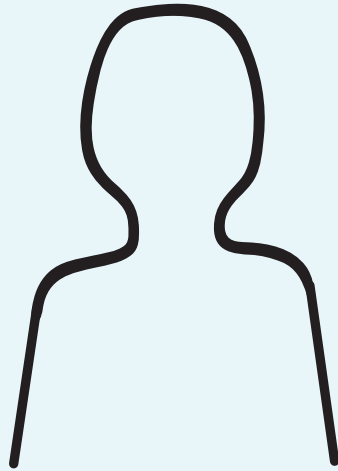
Mosaic of Texas Identity

The mosaic on the floor below shows many people, plants, and animals that are important to Texas history. Each person in the mosaic represents a group of people with different jobs that worked to create the Texas identity. **FIND** the following groups of people:

- | | | |
|---------------------------------------------------------------|--------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Conquistadors | <input type="checkbox"/> Frontier Folk | <input type="checkbox"/> Texas Rangers |
| <input type="checkbox"/> Vaqueros | <input type="checkbox"/> American Indians | <input type="checkbox"/> Missionaries |
| <input type="checkbox"/> Buffalo Soldiers | <input type="checkbox"/> African Americans | <input type="checkbox"/> Cattle Folk |
| <input type="checkbox"/> Women Airforce Service Pilots (WASP) | | |

STUDY the mosaic on the floor below. Notice that you can only see the tops of the people's heads.

CHOOSE the group you think was the most influential to Texas history, and **DRAW** what they would look like from the front.



If you could add other groups of people to the mosaic, who would you add? Why?

To explore the stories on this mosaic, visit www.TheStoryofTexas.com/discover/campfire-stories