

Teacher and
Chaperone Guide

MAKING A LIVING

BULLOCK TEXAS STATE HISTORY MUSEUM



Look at the
exhibitions!

How have Texans
made a living?

Think
about it!

Make a
connection!

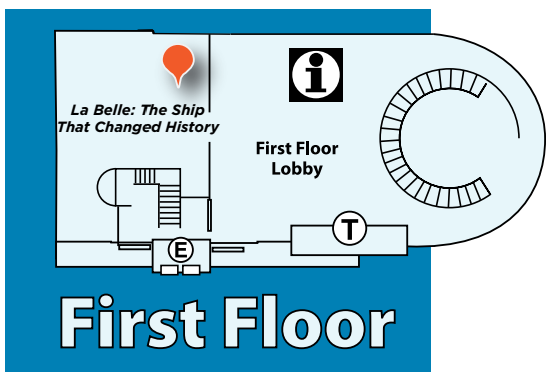
How to Use This Guide: Lead your students to the areas on the maps, and complete the activities in the student guide. Encourage the students to look closely at artifacts, and see what the artifacts can tell us about the people who used them. While there are specific instructions in the student guide, feel free to ask questions to help the students make personal connections with the stories of how people have made a living throughout the history of Texas.

FIRST FLOOR: LA BELLE EXHIBIT

Packing for a Colony

Many trade goods were found aboard the French colonization ship, *La Belle*. La Salle brought a wide variety of items that could be traded with local American Indians.

Find these artifacts in the display cases. Have the students name the objects, and choose whether they were brought to North America for trade or for personal use.



Next, go to the second floor, walk past the Alamo, and stop where you find stacks of cotton bales and a large cotton scale.

FIRST FLOOR: LA BELLE EXHIBITION

Packing for a Colony



LOOK at the items found with the *La Belle* shipwreck. Why were these items brought to the North America?

To establish a new colony

NAME each of these artifacts.
Did the colonist bring them to trade or to keep? CIRCLE one.

 <i>axe head</i> TRADE or KEEP	 <i>ladle</i> TRADE or KEEP	 <i>ring</i> TRADE or KEEP
 <i>comb</i> TRADE or KEEP	 <i>fire pot</i> TRADE or KEEP	 <i>draw knife</i> 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 _____ for the _____ because _____

Next, GO to the second floor, WALK past the Alamo, and STOP where you find stacks of cotton bales and a large cotton scale.

White Gold

Find the cotton scale and the large bales of cotton.

The cotton industry was a huge component in the Texas economy during the mid-19th century. By the time the Civil War began, hundreds of thousands of bales of cotton had been shipped out of Galveston.

Have the students complete the math problem, and then compare the personal objects of the landowners and enslaved people. Ask the students:

- What were these items used for?
- What do they tell us about what life was like for these two groups of people?



White Gold

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



See if you can spot the cotton bales

Did you know?



215 Pants 

or

1,217 Shirts 

or

4,321 Socks 

or

\$6,000

Why was cotton called White Gold?

COUNT the cotton bales stacked under the Bayou City sign: 15

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

15 bales x \$ 6,000 per bale = \$ 90,000 profit

Who benefitted?

LOOK at the objects in the cases *Plantation Wealth* and *Enduring Servitude*. CHOOSE from the words below to describe the objects, and write them in the correct box:

sturdy shing plain fancy wooden fragile

Landowners	Enslaved People
<i>fragile</i>	<i>wooden</i>
<i>fancy</i>	<i>plain</i>
<i>shiny</i>	<i>sturdy</i>

Next, WALK through the second floor until you reach an oval-shaped room with wall paper and photographs.

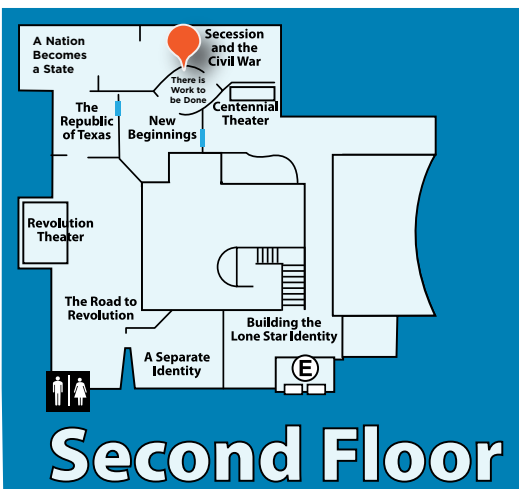
 Next, walk through the second floor until you reach an oval-shaped room with wall paper and hanging photographs.

“There is Work to be Done”

During Reconstruction after the Civil War, Texas citizens worked hard to rebuild the state’s economy and revive their communities.

Look at the photographs on the wall, and have the students list the different types of jobs that you could do during Reconstruction.

Ask the students, “Which of these jobs would you have liked to have done?” Discuss if they think there would have been any challenges or restrictions on what kinds of jobs they could have done.



“There is Work to be Done”

LOOK at the photographs, and NAME the different types of jobs that people did after the Civil War:

gin hand

cowboy

minister

business owner

soldier

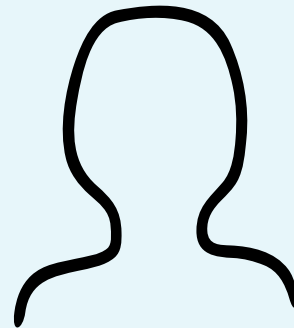
railroad worker

laundress

**there are many answers*

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 this job? DRAW yourself wearing that hat.



Next, GO upstairs to the third floor, and STOP when you see a scene on the wall with a cattle drive campfire and cooking pots.



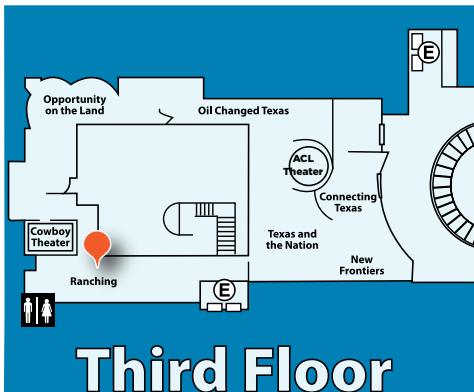
Next, go upstairs to the third floor, and stop when you see a scene on the wall with a video of Texas ranches.

Cattle Drive: Is it Worth the Risk?

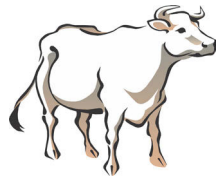
Ranching was one of the earliest ways in which Texas created opportunity on the land. In addition to maintaining the ranch and tending the cattle, ranchers had to get their stock to market.

Have your students rank the following dangers from 1 (most dangerous) to 6 (least dangerous). Everyone will have different answers. Have them discuss why they chose their rankings.

After the students complete the math problem, discuss with them if they think the profit of a cattle drive would have been worth risking all of the dangers.



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 would round them up and travel **HUNDREDS** of miles to sell them.

Cowboys faced many dangers while on a cattle drive. Which do you think are the most dangerous? **RANK** the following from 1 (most dangerous) to 6 (least dangerous). Everyone will have different opinions—**DISCUSS** with your group.

- _____ Cattle thieves _____ Crossing rivers _____ Weather
 _____ Homesickness _____ Bad water _____ Stampede



Make Money with Math!

Ranchers would sell their cattle in Texas for \$2 per cow OR they would drive the cattle to Kansas and sell them for \$20 per cow.

CALCULATE:

TEXAS: 2,000 cows X \$2 each = \$ **4,000**

KANSAS: 2,000 cows X \$20 each = \$ **40,000**

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

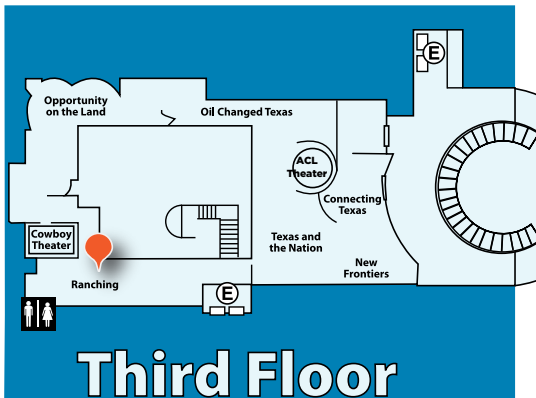
Next, **WALK** through the third floor until you see “OIL!” on the wall. **STOP** in front of the display that says “Oil Patch Names.”

 **Next, walk through the third floor until you see “OIL!” on the wall. Stop in front of the display that says “Oil Patch Names.”**

Oil Boom

Have the students look at the oil field machinery, and photographs of the workers. Then use the display on *Oil Patch Names* to talk about the different types of jobs in the oil industry.

Watch the video to see how Texas oil changed the world. Encourage your students to notice the different types of jobs, and how they changed over time.



Oil Boom

The oil boom in Texas created lots of new types of jobs. MATCH the *Oil Patch Names* with the correct job descriptions:

Wildcatter		An inexperienced worker on a drilling rig
Roughneck		A skilled helper on a drilling rig
Boll Weevil		Unskilled laborer for ditch digging and pipe laying
Roustabout		Risk taker who uses his own money to scout for oil



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

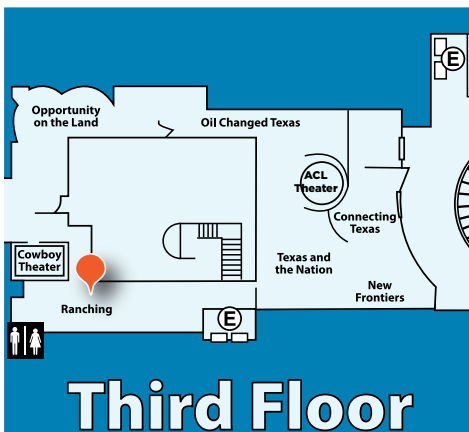


Next, go to the third floor rotunda and look over the railing to find the Mosaic of Texas Identity.

Mosaic of Texas Identity

Have the students walk to the third floor rotunda and look down. Then, instruct them to study the mosaic below, and ask, “What do you see?” “What groups of people are shown? Look at their clothing to figure out who they are.”

As students find the characters, talk about how each group of people had different skills and jobs. Discuss how their jobs were important in building the Texas identity. For example, vaqueros influenced ranching and cattle drive techniques; Women Airforce Service Pilots (WASP) trained pilots during World War II, in which Texas played a large role.



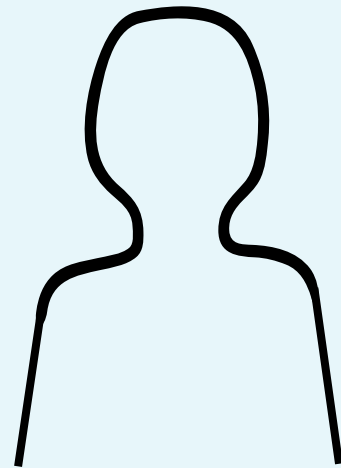
Mosaic of Texas Identity

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:

- Conquistadors
- Vaqueros
- Buffalo Soldiers
- Women Airforce Service Pilots (WASP)
- Frontier Folk
- American Indians
- African Americans
- Texas Rangers
- Missionaries
- Cattle Folk

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

Congratulations! You have completed the *Making a Living Activity Guide*! If there is time before your group departs, explore the exhibits or work on the “Write About It” activity.

