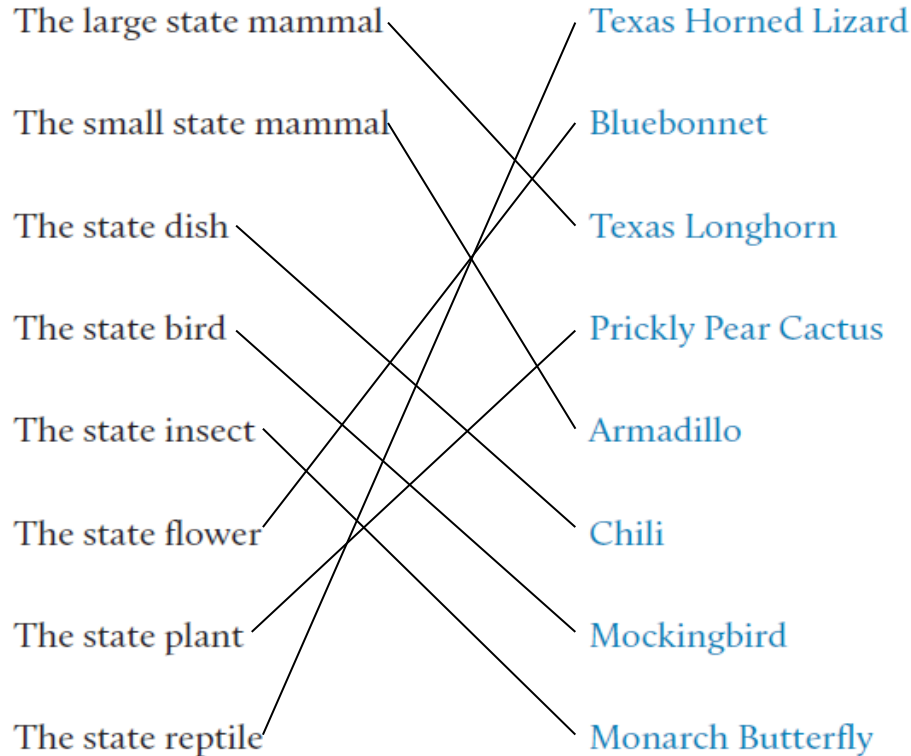


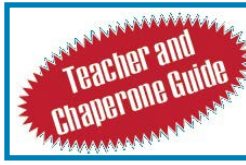
Symbols of Texas

Match the following categories to the correct answer.



**BULLOCK
TEXAS
STATE HISTORY
MUSEUM**

The Bullock Museum is a place for families! Each *Free First Sunday*, join us for special activities designed just for you. Create one-of-a-kind souvenirs, discover amazing Texas stories and participate in exciting events. Start a brand new family tradition as we explore a new side of Texas the first Sunday of every month. Museum galleries will be open from noon to 6 p.m. Special activities are from noon to 3 p.m. only.



My Day at The Bullock Museum

By: _____

First Floor:

1. Look to the right as you enter the first floor gallery. Find the two touch stations on the wall of Native American artifacts. Direct students to feel the objects (obsidian, shells, buffalo hides, etc.). Ask them, **“Which one feels like something you have felt before?”** Then ask, **“What does it reminds you of?”** Help them write their chosen answers in the correct place in their books. Guide them in making the connection between what American Indians had in their lives and what the students have in theirs.
2. On the opposite wall, locate the large map *“Encounters on the Land”*. Press the colored buttons one at a time. Help the students follow each route. Discuss the length of each trip and then ask the students **“Which trip was the longest?”** Help them find and circle the correct answer to the question in their books.

Red Green Yellow Blue

Ask, **“Which explorer’s trip would YOU take and why?”**

3. Notice the red outline of the La Belle ship on the floor. Lead the students in walking around it. Discuss **“Is this larger or smaller than our bus?”** Ask students to circle their answers in their books, then ask **“What do you think it was like to travel on a ship this size?”**
4. Find the American Indian home (tipi) in the back left corner of the first floor. Ask the students, **“What shape is the tipi?”** Direct students to choose and circle the correct shape from the list in their books.

Cube Cone Cylinder Square

Ask **“What other shapes can you find in this area?”**

Second Floor

1. Find the “*Come and Take It*” area in the back left corner of the second floor gallery. Read aloud the text on the panel in front of the exhibit to explain that the cannon was at the Battle of Gonzales. Tell the students, **“In your book, circle which answer is correct for you. Did you think the cannon would be longer or shorter than this one is?”** (*Most people are surprised to see this small cannon.*)
2. Continue to the Alamo area. Ask the students, **“Look at the artifacts on the ground in front of the Alamo. Take a minute and find items you think are very interesting.”** Give them time to look. Then say **“Quickly sketch in your book the one you think is most interesting.”**

After a couple of minutes, ask, **“Which one did you choose, and why did you choose that one?”** Let them share their answers. (*Point out items like the fiddle, cannon ball, shoe, rosary, gun, etc.*)

3. After you pass through the Civil War and Reconstruction sections and come to the end of the second floor exhibits, tell the students to look at the windmill scene and the art posters on the opposite wall. Ask, **“What things do you see here that represent Texas?”** Let them share their answers. (*Point out the horse, hat, bluebonnet, cowgirl, star, flag, etc.*) Then tell them to **“Write and/or draw a great symbol for Texas.”**

Third Floor

1. When you reach the third floor by the top of the stairs, look to your right. Say, **“Reach down and feel the floor. Look at it carefully. Can you tell what has been traveling here?”** (*cattle/cows/horses*) Find the cattle behind the fence. Guide students to analyze the barbed wire. Ask, **“Why do you think barbed wire fences were called *thorny fences*?”** (*The points on the wire*). Help each student write an answer in the book.
2. Find the two handled crosscut timber saw in the case as you enter the section about Texas industry. Explain to students that two people were needed for this saw to work, with one person on each handle. Ask, **“What type person would you want to help you saw down a large tree with this saw?”** (*strong, big, tall, helpful, etc.*) Tell students, **“Think of someone you know who would be a good partner to help you use this saw. Write the name of that person and why you would choose him or her.”**
3. Find the 3D map under the giant word **OIL**. Tell students **“After cattle drives ended, oil was discovered in Texas and people made money selling oil.”** Guide students to look at the map and locate the wells. Ask **“Where are more wells located? Mark your answer in your book.”**

☐ by water ☒ by hills ☐ on flat land

Have your students turn the crank and sniff to experience how the Sour Springs area smelled.

4. Locate the three graphs on top of oil barrels close to the plane. Looking at the middle barrel ask, **“In which year did Texas produce the most barrels of crude oil? How much oil was produced that year? Write your answer in your book.”**

According to the graph, in the year **1950**, Texas produced **817,842,000** barrels of crude oil.