

★ THE STORY OF TEXAS ★

EDUCATOR GUIDE



BULLOCK
TEXAS
STATE HISTORY
MUSEUM

TheStoryofTEXAS.com

Introduction

The Story of Texas Educator Guide is intended to lead teachers and students through three stages of a Museum experience: a pre-visit introduction; lesson plans and guided activities at the Museum; and opportunities to extend learning in the classroom. Three floors of exhibits illustrate the Story of Texas at The Bob Bullock Texas State History Museum. The content of each floor is divided into “chapters” that explore different eras and events.

FIRST FLOOR: ENCOUNTERS ON THE LAND

Chapter 1: First Encounters begins at the main entrance to the First Floor and includes exhibit areas related to the Karankawa, Caddo, and Apache as well as Spanish explorers and conquistadors.

Chapter 2: European Exploration and Colonization encompasses the section of the exhibits focused on La Belle, Fort St. Louis, and early encounters between French and Spanish explorers and settlers.

Chapter 3: Immigration (Gone to Texas) includes information on all groups involved in the early colonization of Texas: farmers, ranchers, soldiers, missionaries, and slaves.

Chapter 4: Westward Expansion introduces the Comanche and covers information about Indian Wars, Buffalo Soldiers, Texas Rangers, and railroads.

SECOND FLOOR: BUILDING THE LONE STAR IDENTITY

Chapter 5: A Growing Sense of Separateness begins at the entrance of the Second Floor exhibits and represents the time Texas began separating itself from the Mexican government.

Chapter 6: The Road to Independence encompasses the main battles of the Texas Revolution interpreted in the story of Texas independence: Gonzales, the Alamo, Goliad and San Jacinto.

Chapter 7: The Republic of Texas and Early Statehood spans the period of the Republic of Texas through its early years as a state of the United States, concluding prior to the Civil War.

Chapter 8: Civil War to Centennial includes Texas’ secession from the United States, participation in the Civil War, the path to Reconstruction, early fights for equal rights, and the Texas Centennial.

THIRD FLOOR: OPPORTUNITY ON THE LAND

Chapter 9: Ranching Heritage covers exhibits on cattle ranching and the “reel” Texas cowboy.

Chapter 10: Resources and Climates progresses through the regions of Texas and discusses their resources and climates.

Chapter 11: Oil Changed Texas interprets the importance of oil from Spindle Top to the present day.

Chapter 12: Texas in the 20th Century and Beyond stretches from Texas's impact on World War II, through important moments and people in the world of sports and music, and concludes with innovations in science and technology.

EACH CHAPTER CONTAINS:

TEACHER PREPARATION MATERIALS

- ★ Chapter Overviews
- ★ Student Objectives
- ★ Guiding Questions
- ★ Materials Lists
- ★ TEKS Alignments

LESSON PROCEDURE

- ★ Set the Stage
- ★ Vocabulary
- ★ Student Activities:



Before the Museum



Engage at the Museum



Explore the Museum



After the Museum

STUDENT ACTIVITY BOOKLET

- ★ *The Story of Texas Student Journal*

Educator Survey

Grade level _____ Subject _____

Where did you use the Story of Texas Educator Guide? (Please check all that apply)

_____ Classroom _____ Museum _____ Other _____

Which section of activities did you use? (Please check all that apply)

_____ Before the Museum (pre-visit materials) _____ Engage at the Museum
_____ Explore the Museum _____ After the Museum (post-visit materials)
_____ The Story of Texas Student Journal (student activity book)

Which of the sections you used were most helpful? _____

Were any sections unnecessary? _____

How could the guide be more useful for you? _____

Please rate the following aspects of the Story of Texas Educator Guide:

(on a scale of 1 to 5, 5 being the highest)

_____ Lesson plans are easy to follow
_____ Activities encourage student engagement
_____ Lesson plans are easy to incorporate into existing curriculum
_____ Lesson plans have clear connections to the Social Studies TEKS

For any of the above items you rated a “3” or below, what changes would you make to increase that rating to a “5?”

What else should we know about your experience with the guide?

Please complete the survey and return it one of three ways.

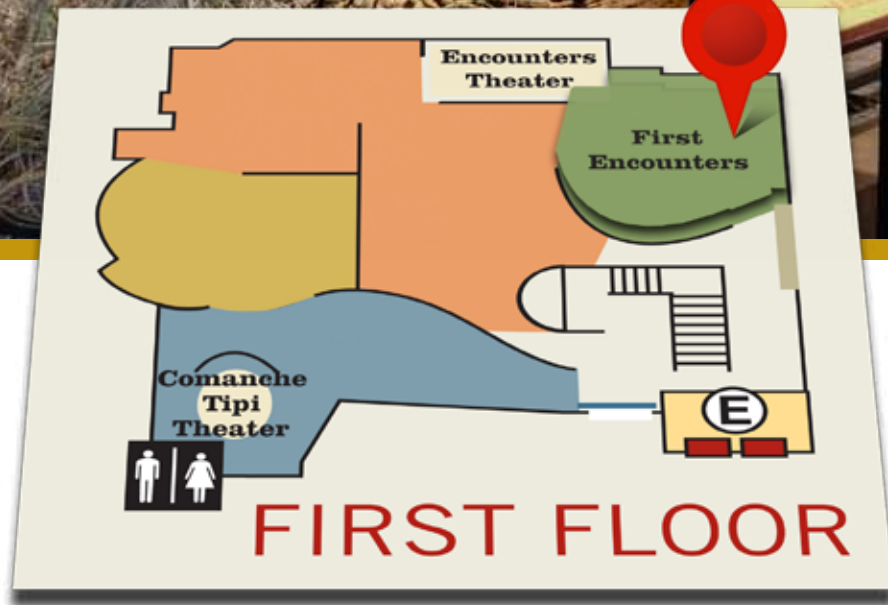
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★ CHAPTER ONE ★

ENCOUNTERS ON THE LAND



Overview

Chapter 1: Encounters on the Land begins at the main entrance of the First Floor and includes exhibit areas related to the Karankawa, Caddo, and Apache as well as European explorers. These exhibits represent the time beginning in the early 1500s when many groups of American Indians lived throughout Texas. During their visit, students will determine how the different climates, geography, and resources found in each region of the

state shaped the lives of the people living there. They will examine tools and other items that American Indian groups made from local resources along with examples of objects traded between regional groups.

Karankawa canoe, ca.1800s
Courtesy Texas Archeological Research Labs (TARL),
The University of Texas at Austin
Photo by Hunt Wellborn

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER ONE: ENCOUNTERS ON THE LAND

Student Objectives

- ★ Create tools using natural materials and determine the types of natural resources available to the American Indians in each region of Texas. Showcase artifacts in a class museum exhibit.
- ★ Use observation and inference skills to determine the lifeways of the Karankawa based on the artifacts displayed in the museum exhibit.
- ★ Observe artifacts to compare and record the lifeways of various groups of American Indians living in different regions of Texas.
- ★ Observe and record information and ideas from exhibits representing the 1500s to determine how different groups of American Indians interacted with one another.

Guiding Questions

- ★ What resources were available to American Indians living in the different regions of Texas?
- ★ How did American Indians use natural resources to survive in the different regions of Texas?
- ★ What was life like for the people living in different regions of Texas?
- ★ In what ways did the different American Indian groups depend on each other?

TEKS

(Texas Essential Knowledge and Skills)

- § 113.15.Social Studies, Grade 4
 - History 4.1B, 4.1C, 4.1D
 - History 4.7B
 - History 4.9B
 - Economics 4.10A
 - Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
 - Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19 Social Studies, Grade 7
 - History 7.2A
 - Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
 - Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
 - Learning Strategies 1C, 1E
 - Listening 2I
 - Speaking 3D, 3E, 3G, 3J
 - Reading 4G, 4I, 4J, 4K
 - Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 1: Encounters on the Land*
- materials that represent resources found in the local area such as clay, sticks, rocks, shells, and leaves
- twine

Set the Stage

People inhabited Texas thousands of years before European explorers came to stake their claims on the land. The lives of each American Indian group were shaped by the climate, geography, and resources of the regions in which they lived.

The **Karankawa** lived along the **Gulf Coast**. They hunted and gathered food from the Gulf and coastal prairies such as fish, shellfish, deer, **bison**, and edible plants. The **Karankawa** were nomadic and traveled in groups of forty or fifty people, trading with other groups further inland for materials they could use as tools. They are known for making canoes that could carry an entire family and their possessions. Shelters were mobile and consisted of willow poles covered with animal skins and mats woven from leaves and grasses.

The **Caddo** of East Texas were successful farmers who lived in small villages year round. They also traveled at certain times of the year to hunt **bison**. The **Caddo** traded across the plains and southwest for cotton and turquoise. **Caddo** guarded their territories and often warred with other groups to protect them.

The Southern **Plains** Indians included the **Apache**. They lived in the Texas Panhandle and survived by farming and hunting buffalo. The **Apache** traded across the southwest for corn, turquoise, shells, and obsidian. Before Europeans introduced horses to the region, the **Apache** traveled by foot, using dogs as pack animals.

The **Canyonlands** stretched from the middle Rio Grande to Central Texas. As the name suggests, the land contains canyons and river valleys. The environment could be harsh but offered a variety of edible plants such as wild nuts and small animals such as deer, fish, and an occasional buffalo. People living in the **Canyonlands** used the available resources to make mats, twine, baskets, and nets.

The **Jumano** lived in far West Texas in **pueblos** and villages. They were farmers, growing corn, beans, and squash. They also made pottery, wove cotton for clothes and blankets, and traveled long distances to trade with others. The **Jumano** were known for painting or tattooing their bodies.

American Indian groups were as diverse as the regions of the land that would become Texas. The arrival of Europeans would eventually impact all of the people who lived there.

Vocabulary

Apache Nomadic American Indians who lived in the southern plains; lived almost completely off of the buffalo

Bison Another term for buffalo

Caddo American Indians who lived in East Texas and became successful farmers and bison hunters

Canyonlands Also known as Big Bend Country; stretches from the middle Rio Grande to Central Texas and is marked by canyons, river valleys, plateaus, and desert mountains.

Gulf Coast The coastal region that stretches along the Gulf of Mexico for hundreds of miles. Includes marshes, barrier islands, estuaries, and bays.

Jumano Pueblo-dwelling American Indians living in far West Texas who farmed, made pottery, and wove cotton

Karankawa Nomadic American Indians who lived along the Gulf Coast of Texas and relied on resources from the gulf and coastal prairies.

Lifeway The customs and practices of a culture

Plains A mostly treeless area containing flat, grassy land

Pueblo A village built by some American Indian groups consisting of one or more flat-roofed stone or adobe houses

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CHAPTER ONE: ENCOUNTERS ON THE LAND



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:
You have been stranded on an island with no supplies or equipment. You only have the clothes you are wearing. Knowing that generations of people have lived off of the land you realize that you can too. Using the natural materials provided, design and build a tool or item that you can use to help you survive on the island.
2. As a class, identify the basic needs that people must meet in order to survive (food, water, shelter and clothing). The tools students design must help them satisfy one of those needs.
3. Provide students with a variety of materials that represent resources they can find in the area such as clay, sticks, rocks, shells, and leaves. Also provide twine for connecting materials together.
4. Students may work as individuals or in groups to design and create their tool. Students will then demonstrate and explain their tool to the class, including the materials they used, how they constructed the tool, and the purpose for the tool.
5. Discuss students' experiences creating the tools and how difficult it would be to have to make everything needed in order to survive.
6. Looking at a physical map of Texas and visiting Internet sites such as "Texas Parks and Wildlife: Learn About Texas Regions" at www.tpwd.state.tx.us/kids/about_texas/regions/, each group will discuss and record the variety of resources that may have been available to different American Indian groups from each region. Share responses.
7. After all students have presented their tools, create a museum of artifacts. Students write descriptions of their tools to place with their artifact.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did different groups of American Indians interact with one another?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the canoe near the entrance of the chapter. Ask students to consider the types of evidence scientists use to determine how American Indians lived.
2. Divide students into groups and give each group a question to think about. Instruct students to move around the area to observe the artifacts. Remind students to read the panels and labels that identify and describe each artifact.
3. Students present their questions, observations and conclusions to the class.
 - ★ **Where did the Karankawa live?** They lived along the Gulf Coast, moving wherever the food was. They were nomadic.
 - ★ **What did the Karankawa eat?** Students will observe the boat and the fishing net and discuss fish, clams, and oysters as a source of food.
 - ★ **What did the Karankawa use for clothes?** This group probably hunted deer and used their hides for clothes. Women also wore skirts made of Spanish moss or animal skin. This group is known for smearing animal fat and grease all over their bodies to prevent insects from biting them.
 - ★ **How did the Karankawa get around?** Students may discuss the dugout canoe. The canoe was made by digging out the inside of a tree. Would this canoe do best in deep or shallow water? The Karankawa also walked.
 - ★ **What did the Karankawa use for weapons?** This group is known for their long bow.
 - ★ **What tools and items did the Karankawa use?** This group knew how to make pottery from the earth. Students will notice the tools inside the boat made from wood, bone, and sea shells. Karankawa made knives, scrapers, and arrow and spear points made of flint.
4. Ask students to summarize what they know about the Karankawa based on the artifacts they have studied. Instruct students to look for evidence that supports their ideas as they move through this chapter of the floor.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: **How did different groups of American Indians interact with one another?**
2. Explain that students will identify and analyze some of the American Indians who lived in Texas before European exploration began.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

1.1 Early American Indians in Texas

Explore each of the four exhibits. Identify an American Indian group that lived in each region. Then identify the resources from the land that the groups used to help them meet their needs.

1.2 Artifacts of the Early American Indians

Identify the American Indian group you think is the most interesting. List three artifacts that represent this group, and then identify the one you like the most. Describe what the artifact is made of, its use, and what the artifact tells you about the life of the group. Make a sketch of the artifact.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the student journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The exhibits illustrate the many groups of American Indians living across Texas. These groups traded with their neighbors, formed alliances with other groups, and competed for resources.

EXTEND STUDENT LEARNING

- ★ Research one of the American Indian groups that lived in Texas. Create a print or digital presentation that includes the following:
 - Food
 - Clothing
 - Shelter
 - Tools
 - Location in Texas
 - Interactions with other American Indians
 - Pictures and graphic organizers
- ★ Create a timeline comparing the lives of different American Indians. Include the following:
 - Movements of different groups over time
 - Ways European explorers and settlements impacted different groups
 - Conflicts between different American Indian groups
 - How different groups used resources from the land to survive
 - How regional climate impacted the lives of American Indians
 - Build a model of something that represents the lifeway of an American Indian group. Present and explain the model to the class.

ACTIVITY 1.2: ARTIFACTS OF THE EARLY AMERICAN INDIANS

Early American Indians used the resources from the land to make what they needed to survive. They created a wide variety of tools used for hunting, fishing, cooking, building, eating, and fighting. They also used what they found around them to make clothing, decorations, and even instruments.

The American Indian group that interests me the most is the

List three artifacts that represent this group.

The artifact I like the most is _____

Describe what the artifact is made of:

Describe what the artifact was used for:

Explain what the artifact tells you about the life of the people who made it:

Sketch of artifact:

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER ONE:
ENCOUNTERS ON THE LAND

STUDENT NAME



Question:

How did different groups of American Indians in Texas interact with one another?

Before I visit:		During my visit:	
What evidence will I look for to answer the question?		What evidence have I found to answer the question?	



After exploring this chapter I learned _____

ACTIVITY 1.1: EARLY AMERICAN INDIANS IN TEXAS

Explore the exhibits and digital timeline. Identify an American Indian group that lived in each region. Then identify the resources from the land that they used to help them meet their needs and how the group changed over time.

In the Southern Plains

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____

In the Forests of East Texas

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____

In the Canyonlands

American Indian group _____

How did they use resources from the land?

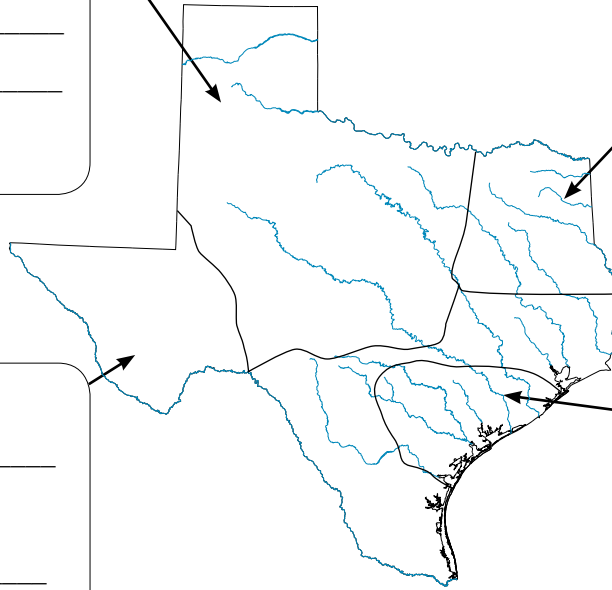
How did the group change over time? _____

Along the Gulf Coast

American Indian group _____

How did they use resources from the land?

How did the group change over time? _____



Record examples you find in the exhibit of different groups trading with one another.

★ CHAPTER TWO ★

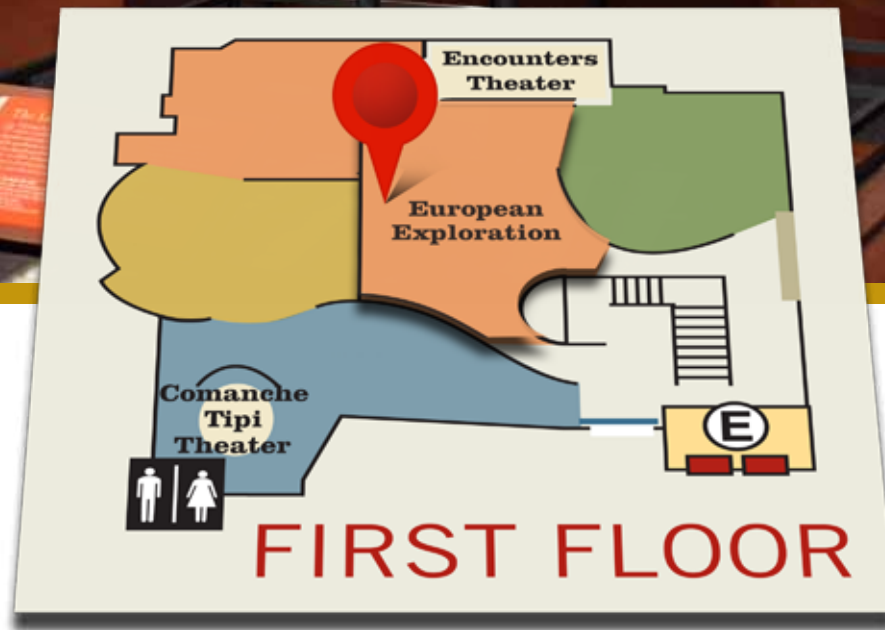
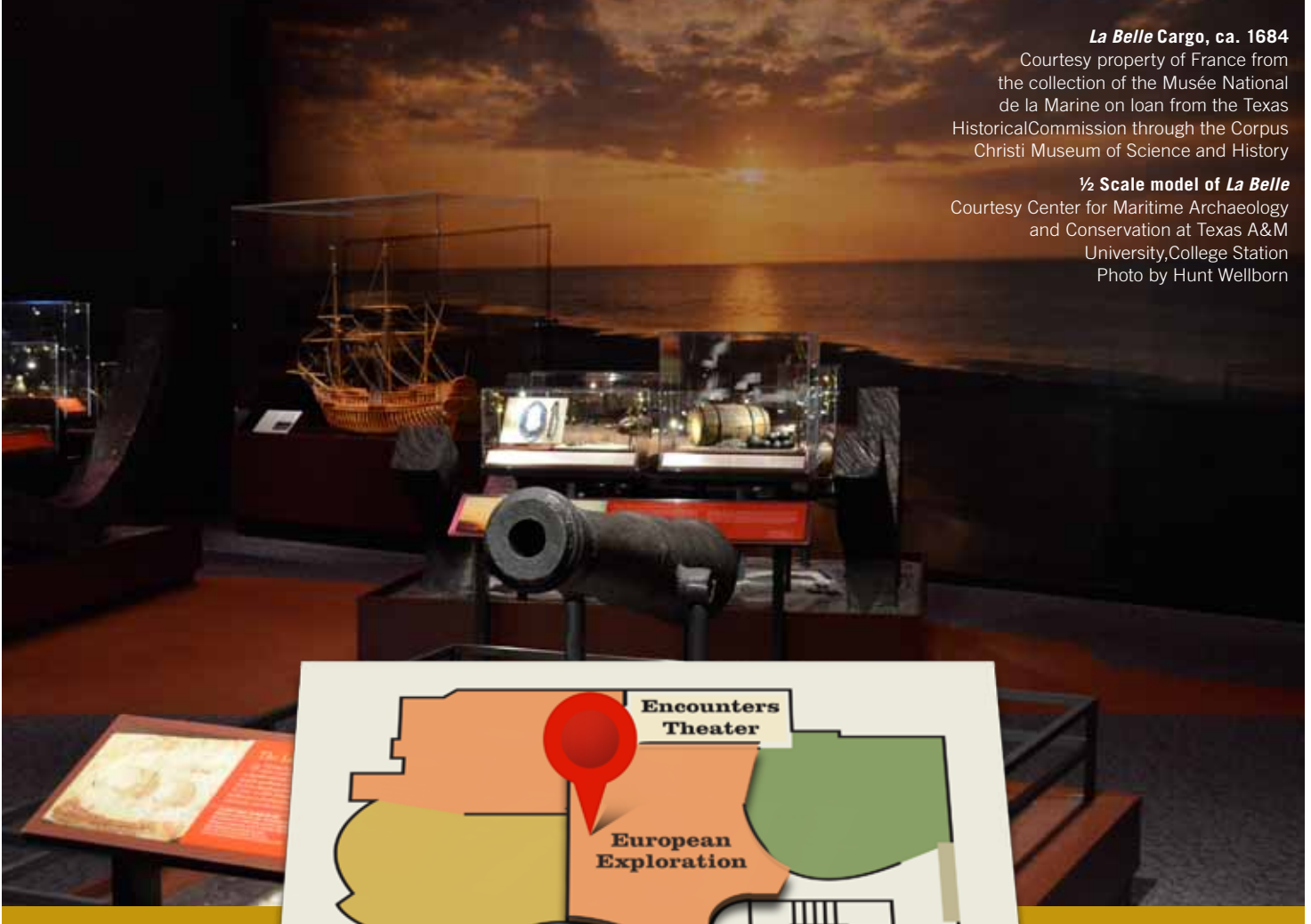
EUROPEAN EXPLORATION AND COLONIZATION

La Belle Cargo, ca. 1684

Courtesy property of France from the collection of the Musée National de la Marine on loan from the Texas Historical Commission through the Corpus Christi Museum of Science and History

½ Scale model of La Belle

Courtesy Center for Maritime Archaeology and Conservation at Texas A&M University, College Station
Photo by Hunt Wellborn



Overview

Chapter 2: European Exploration and Colonization encompasses the sections of the exhibit focused on *La Belle*, La Salle's colony, and early encounters between French and Spanish explorers, settlers, and American Indian groups. The exhibits in this chapter represent the two hundred year period of the 1500s and 1600s, when European explorers competed to establish a foothold in Texas. During their visit, students will explore the importance of trade between different American Indian

groups as well as with European explorers. They will examine early Spanish exploration in the region, their experiences in Texas, and the French colonization efforts that followed. Students will also study the remains from the *Belle* shipwreck to learn about La Salle's colony and the science and technology behind the archeological excavation. Finally students will evaluate evidence to determine whether the French and Spanish were successful in establishing control in Texas.

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CHAPTER TWO: EUROPEAN EXPLORATION AND COLONIZATION

Student Objectives

- ★ Create products to exchange at a class trading post to demonstrate the importance of trade to the lives of American Indian groups and the benefits of trading to European explorers.
- ★ Track and evaluate the impact of Spanish explorations in Texas.
- ★ Observe the artifacts from *La Belle* and explain what the French brought to help them survive in the new colony and how they intended to defend themselves from the Spanish.
- ★ Explore the evidence of La Salle's expedition to the "New World" and evaluate the success of his mission.
- ★ Observe and explain the discoveries of the *La Belle* excavation.
- ★ Observe and record information and ideas from the exhibits comparing how the Spanish and French were successful and unsuccessful in settling Texas.

Guiding Questions

- ★ What types of items did the different American Indian groups trade with each other?
- ★ How did Spanish explorers affect trade or politics between American Indian groups?
- ★ What role did *La Belle* serve on La Salle's expedition to the Gulf Coast?
- ★ What was the purpose of La Salle's expedition to the Gulf Coast? What was the relationship between the French and Karankawa?
- ★ What happened to La Salle's colony?
- ★ How was the *La Belle* discovered and excavated?

TEKS

(Texas Essential Knowledge and Skills)

§113.15 Social Studies, Grade 4

History 4.2A, 4.2B

Economics 4.10A

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19 Social Studies, Grade 7

History 7.1A, 7.1C

History 7.2B,

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 2: European Exploration and Colonization*
- variety of materials for students to use in making products such as craft sticks, beads, clay, string, macaroni, etc.

Set the Stage

In the early 1500s European nations turned their attention to the Western Hemisphere and exploring the American continents they would refer to as the “**New World**.” For the next two hundred years, European explorers led expeditions to the Americas in search of fame, converts to Christianity, new territory, and gold.

Spanish **expeditions** brought the earliest explorers through the territory that would one day become Texas. These **expeditions** encountered a land filled with geographic and cultural diversity. In 1528, Alvar Nuñez Cabeza de Vaca, an early Spanish explorer, was stranded along with several companions near Galveston Island. This small group of explorers lived among many groups of American Indians for six years before making their way to Spanish settlements in western Mexico.

In 1540, Francisco Vazquez de Coronado marched with an army from Mexico across the Texas Panhandle in search of seven golden cities of Cibola rumored to exist near the Palo Duro Canyons. Coronado learned much about the area but never found a source of gold. Luis de Moscoso Alvarado led an **expedition** along its final path to Mexico after their leader, Hernando de Soto, died en route in 1542. De Soto had set out to obtain gold and riches from the American Indians living in East Texas. Moscoso and the explorers encountered the Caddo, but did not discover gold or riches. In 1598 Juan de Oñate led 600 men, women, and children to El Paso del Norte to establish a new **colony**. In 1601 Oñate set out on an **expedition** in the Canadian valley of Texas to find Quivera, a region rumored to contain gold and silver. Instead of gold, Oñate and his men discovered a region with a temperate climate, vast herds of buffalo and springs of water found in the valley. Together, these disappointments and unmet expectations discouraged the Spanish from attempting further expeditions to Texas for almost 150 years.

Though Spain had largely given up on the region, France’s king believed that creating a foothold in Texas could still lead to vast new economic and political opportunities. In 1682, French explorer René Robert Cavalier, Sieur de La Salle traveled from Canada down to the mouth of the Mississippi River and claimed all the lands drained by the river for France. In 1684, La Salle returned to America with four ships and 300 men, women, and children to establish a colony at the mapped mouth of the Mississippi River. The purpose of the colony, called Fort St. Louis, was to establish a permanent French presence on the gulf that would secure the region between English settlements in the east and Spanish territory in the southwest and to serve as a trading post for the French. Although La Salle reached the Gulf Coast, he overshot his

original target and landed at present-day Matagorda Bay. Unfortunately, La Salle’s journey was plagued with many other misfortunes including the capture of one ship, the grounding of a second, and the return to France of a third. The last ship, **La Belle**, ran aground, leaving the remaining colonists and crew stranded. In 1687, La Salle was murdered by one of his own men while searching for a route to the Mississippi River.

Learning of France’s claim in the region, the Spanish sent military expeditions to locate the French colony. In 1689, Alonso de Leon found the ruins of Fort Saint Louis. The Spanish built a **presidio** directly on top of the former French settlement. Spain also sent additional soldiers, missionaries, and colonists to settle the land in order to fully establish and maintain their dominance in Texas.

The European presence continued to grow in Texas throughout the 16th and 17th centuries, leaving a lasting impact on the region and its inhabitants.

Vocabulary

Colony A territory or region controlled by a different country

Conquistador A Spanish conqueror of the “New World” in the 16th century

Expedition A journey undertaken by a group of people who are seeking a common goal

La Belle A supply ship that sailed with La Salle’s expedition to the Mississippi River went aground in Matagorda Bay.

“New World” The name given by the Europeans to identify the Americas

Presidio A fortress or fort built to protect missions and settlements

Rival One who pursues the same objective as another; a competitor

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CHAPTER TWO: EUROPEAN EXPLORATION AND COLONIZATION

Before the Museum

BUILD BACKGROUND

1. Ask students to explain how they think the American Indian groups were able to get items that they could not find or make on their own. Discuss how trading was important to American Indians and why European trade goods were highly valued.
2. Explain that students will create their own products to exchange at a class trading post. Organize students into groups of three or four. Each group will use everyday materials to make a product they can use such as school supplies, jewelry, decorations or tools.
3. Provide a variety of materials for students to use in their products such as craft sticks, beads, clay, string, macaroni, etc. Each group will design and make as many products as they can.
4. Set up a classroom trading post to give each group an opportunity to trade with the other groups. Explain the trading rules:
 - ★ Groups may negotiate each trade rather than setting an exact value.
 - ★ All trades are final.
 - ★ Groups must make at least one trade.
 - ★ Groups do not have to make a trade with every other group.
5. After each group has had a chance to trade, students create a graphic organizer showing what they traded for and why they made the trade. Students then write a reflection of their trading experience. Students explain the types of items that American Indians may have exchanged with each other and with European explorers.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: In what ways were the Spanish and French successful and unsuccessful in colonizing Texas?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.

Engage at the Museum

1. Gather students around the hull of *La Belle*.
2. Ask students to identify the evidence scientists use to learn about La Salle's expedition to the Gulf Coast. Divide students into groups and give each group a question to think about. Each group will study the exhibit and present their observations and conclusions to the class.
 - ★ **How was the ship constructed?** *La Belle* was designed as a kit that could be transported and assembled at a different location. It was intended to serve as a supply ship for transporting goods and supplies. La Salle had the ship built in France so it could transport goods to the Gulf Coast. Some questioned whether *La Belle* could survive an ocean crossing.
 - ★ **How big was the ship and how much could it hold?** *La Belle* was over 50 feet long and could carry 40 – 45 tons.
 - ★ **What supplies were found?** Scientists found cooking pots, bundles of copper wire, grinding stones, and woodworking tools.
 - ★ **What weapons were found?** Discoveries include bronze cannons with dolphin shaped handles, muskets, casks of gun powder, cannon balls, pontoon blades, and fire pots.
 - ★ **What other items were found?** Scientists also discovered great quantities of items intended for trade with the American Indians.
3. Ask students to summarize what they know about La Salle's expedition to the Gulf Coast based on the artifacts they have studied. Instruct students to look for evidence that supports their ideas as they move through this chapter of the floor.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: In what ways were the Spanish and French successful and unsuccessful in colonizing Texas?
2. Explain that students will analyze the people and events during the 1500s and 1600s when European explorers competed to establish a foothold on Texas.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the student journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

2.1 The Spanish Explorers

Explore the exhibits and digital timeline. Record information about the Spanish explorers who came through Texas.

2.2 René Robert Cavalier, Sieur de La Salle

Complete the graphic organizer explaining what La Salle was trying to accomplish on his expedition to the Gulf.

2.3 The Value of French Goods

Identify examples of goods found on *La Belle* and the intended value of each item. Draw the artifact from *La Belle* that you like the most. Explain what you would be willing to trade in exchange for the item.

2.4 The Excavation of La Belle

Explain what you learned about the excavation of *La Belle* and what scientists learned about *La Belle* from its excavation.

2.5 The Mission of the French

Explore the artifacts from *La Belle* to find out what the French brought to help them survive in the new colony and how they intended to defend themselves from the Spanish.

4. After investigating and recording information in their student journals ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question on the cover of the student journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The Spanish led expeditions through Texas in the early 1500s in search of gold. Since no gold was ever discovered, the Spanish did not return to Texas for almost 150 years. Once the French attempted to establish settlements, such as La Salle's colony, the Spanish renewed their interest and determination in staking claims in Texas.

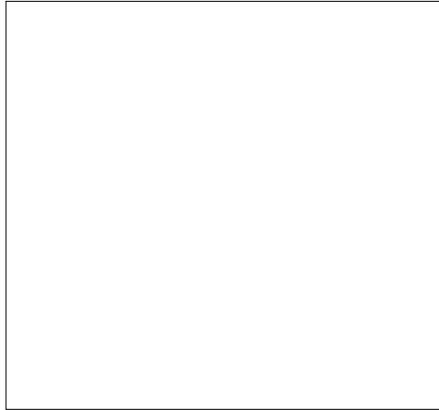
EXTEND STUDENT LEARNING

- ★ Write an obituary for René Robert Cavalier, Sieur de La Salle. Include facts about his birth, youth, accomplishments, and death. Also include a picture.
- ★ Design and build a replica of *La Belle* that can float on water and carry weight.
- ★ Research the excavation of *La Belle*. Create a presentation explaining how it was discovered, how it was excavated from the ground, the artifacts found on board, and how science and technology were important to the excavation process.
- ★ Create a timeline tracing the movement and interaction of Spanish and French explorers and settlements in Texas during the 1500s and 1600s.

ACTIVITY 2.5: THE MISSION OF THE FRENCH

The French came to North America to gain a foothold by establishing a colony on the Gulf Coast. Explore the artifacts from *La Belle* to find out what the French brought to help them survive in the new colony and how they intended to defend themselves from the Spanish.

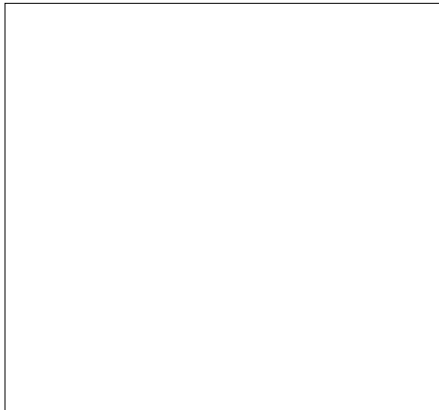
Identify an artifact that was intended to help establish the new colony.



The _____ was going

to be used to _____

Identify an artifact that was intended to be used to protect the French from the Spanish.



The _____ was going

to be used to _____

Based on what you have learned about the competition between the Spanish and French in Texas, why do you think the Spanish built a presidio directly on top of the remains of LaSalle's failed colony?

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CHAPTER TWO: EUROPEAN EXPLORATION AND COLONIZATION

STUDENT NAME _____



Question:

In what ways were the Spanish and French successful and unsuccessful in colonizing Texas?

Before I visit:		During my visit:	
What evidence will I look for to answer the question?		What evidence have I found to answer the question?	



After exploring this chapter I learned

ACTIVITY 2.1: THE SPANISH EXPLORERS

Beginning in the early 1500s Spanish explorers led expeditions through the land they called “Tejas.” Explore the exhibits and digital timeline. Record the following information about the Spanish explorers who came to Texas.

Year	Who came?	What were they seeking?	What was the impact on American Indians?

ACTIVITY 2.2: RENÉ ROBERT CAVALIER, SIEUR DE LA SALLE

Who was he?

What was he trying to accomplish? Did he succeed?

What happened to La Salle?

ACTIVITY 2.3: THE VALUE OF FRENCH GOODS

Many trade goods were found aboard *La Belle*. La Salle brought a wide variety of items that could be traded with local American Indians. Identify examples of goods found on *La Belle* and how the colonists intended to trade them.

Items	Trade Value

Draw the artifact from La Belle that you like the most. Explain what you would be willing to trade in exchange for the item.

I would trade _____

for this artifact because _____

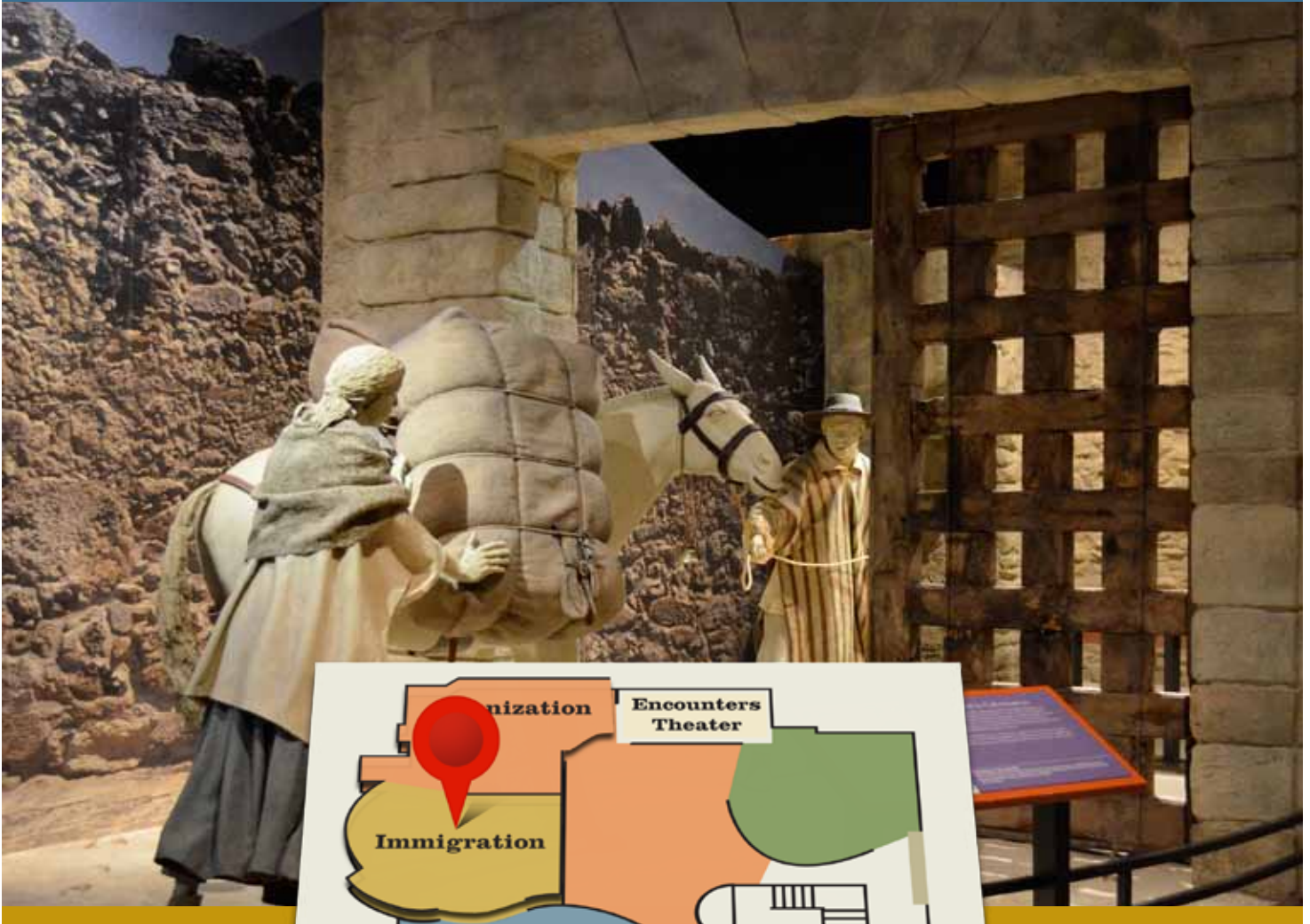
ACTIVITY 2.4 THE EXCAVATION OF *LA BELLE*

La Belle was designed to be loaded aboard a larger boat and then shipped and assembled upon reaching the destination. Instead, La Salle assembled *La Belle* so it could transport goods and supplies on his expedition.

What did you learn about the excavation of <i>La Belle</i> ? I learned...	What did scientists learn about <i>La Belle</i> from its excavation? Scientists learned...
--	---

★ CHAPTER THREE ★

IMMIGRATION



Overview

Chapter 3: Immigration covers many groups involved in the early colonization of Texas: farmers, ranchers, soldiers, missionaries, and slaves. Exhibits in this chapter represent the 1600s through the 1800s and explore immigration to the region when it was part of Spain, part of Mexico, an independent republic, and part of the United States. During their visit, students will evaluate the purpose and success of Spanish missions and determine how settlers overcame

the challenges of living in Texas through the power of invention and interactions with local American Indians. Finally, students will track immigration to Texas from the United States, Europe and Mexico, focusing on the influence of settlers from the United States and the African American experience in Texas during this time.

Mission Gate, ca. late 1700s
Courtesy Texas Archeological Research Labs
(TARL), The University of Texas at Austin
Photo by Hunt Wellborn

Student Objectives

- ★ Role-play interactions between missionaries and American Indians to consider different points of view about Spanish efforts to convert American Indians to Christianity and the Spanish way of life.
- ★ Write an editorial comparing and contrasting the points of view of the Lipan Apache, Comanche, and missionaries. Explain the benefits and challenges of mission life.
- ★ Determine and discuss the hardships settlers faced in traveling and settling in Texas by using observation and inference skills.
- ★ Determine and record how settlers survived on the Texas landscape and interacted with different groups of American Indians.
- ★ Explain why people immigrated to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States.

Guiding Questions

- ★ How were missions important to the expansion of Spain into Texas?
- ★ How were Spanish missionaries able to persuade some American Indian groups to stay and work in the missions?
- ★ How successful were missionaries at converting American Indians to Christianity and the Spanish way of life?
- ★ How did settlers travel to Texas and how did the way settlers travel change over time?
- ★ How did settlers overcome the challenges of living on the land?
- ★ How were settlers able to bring enslaved African Americans to Texas when slavery was outlawed by Mexico?
- ★ What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.2A, 4.2C, 4.2E

Economics 4.10A, 4.10B

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A, 7.1B, 7.1C

History 7.2B, 7.2C, 7.2E, 7.2F

Geography 7.11A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 3: Immigration*
- *Establishing Spanish Missions* description cards

Set the Stage

By the late 1600s, the Spanish government decided to secure Spain's territory in Texas and prevent France from occupying the region. To protect their claim to the region, they sent **missionaries**, settlers, and soldiers to colonize the land.

Catholic **friars** set up **missions** and began the work of **converting** the American Indians to Christianity. Most **missions** operated as communal ranches and farms run by one or two **friars**.

Missionaries taught Spanish crafts, trades, farming, ranching, and language. They demanded obedience and hard labor from the American Indians who lived at the missions. Most American Indian groups were not interested in adopting the Spanish way of life, but many used **missions** to meet their immediate needs, such as gaining protection from enemies. **Friars** became frustrated when these people left the missions and returned to their traditional way of life.

The Spanish also built **presidios** to protect the missions. **Presidios** eventually became meeting and trading centers, and sometimes, the center of permanent settlements. In 1690 San Francisco de Los Tejas was founded and became the first **mission** in East Texas. It was located near present day Nacogdoches. In 1718, the friars built a **mission presidio** complex along the San Antonio River named San Antonio de Bexar. They also built the **mission** San Antonio de Valero, which is known today as the Alamo.

In 1763 the French relinquished their control of the Louisiana Territory. Spain no longer considered France a threat, and decided to close the **missions** in East Texas. While the **missionaries** left the area, farmers continued to settle in the region and founded the town of Nacogdoches in 1779. As settlers' demands for farm and grazing lands grew, more land grants were given to encourage individual families to establish ranches. Spanish farmers brought with them the tools, techniques, and resources that they used to build successful ranches in Mexico. They brought sheep, longhorn cattle, mustangs, and the *vaqueros*—cowboys.

Settlers faced many challenges in Texas such as the need to travel the vast distances between towns and settlements. Spanish colonists established trails between missions and settlements and to help transport supplies. Another challenge was accessing water. **Missionaries** and settlers adapted American Indian technologies to build **irrigation** systems that could carry water to large acres of land.

To help bring immigrants to Texas, Moses Austin worked as an **empresario** for Spain. After Mexico gained its independence from Spain in 1821, Moses died, and his son Stephen F. Austin took over as **empresario**. His first 300 families were from the American south. Austin attracted settlers using letters and word of mouth. By joining the colony in Mexican territory, early settlers agreed to become citizens of Mexico, abide by all Mexican laws,

and adopt the Catholic faith. Mexico outlawed slavery in 1829, but some American settlers continued to bring enslaved African Americans into Mexico despite the law. They circumvented the anti-slavery law by calling their slave laborers “indentured servants.”

After Texas won its independence from Mexico, large numbers of **immigrants** traveled from the U.S. to settle in Texas, increasing the population from 40,000 in 1836, to 600,000 by 1860. By the 1840s, additional **immigrants** began arriving directly from Europe.

While the majority of African Americans in Texas during the 1800s were enslaved, there were a small number of free African Americans making an independent living prior to the Texas Revolution. The new republic denied the right for free African Americans to live in Texas, but some fought the new laws in order to remain.

Vocabulary

Convert	to persuade to adopt a particular religion, faith, or belief
Empresario	a land agent working on behalf of the Spanish government
Friar	a member of the Catholic church who established Spanish missions in Texas
Immigrant	a person who leaves one country to settle permanently in another
Irrigation	a method used to transport water from one location to another for farming
Mission	a Spanish church used to convert American Indians to Christianity and the Spanish way of life
Missionary	a person who lives and works at a mission
Presidio	a fortress or fort built to protect missions and settlements
Tejano	a native Texan of Hispanic descent



Before the Museum

BUILD BACKGROUND

1. Explain that by the 1600s, the Spanish government sent missionaries, settlers, and soldiers to Texas to colonize the land. The missionaries were also determined to convert American Indians to Christianity. Ask students whether they think it would be difficult to adapt to new customs and beliefs and what reasons they can think of for adapting.
2. Explain that students will role play Spanish missionaries and American Indian groups to consider their different points of view. Place students into three groups: missionaries, Lipan Apache, and Comanche. Assign each group a translator to help communicate since the groups speak different languages. Give each group one Establishing Spanish Missions description card containing their description. Each group will read the description and discuss their points of view with their group members.
3. Begin the simulation by giving the missionaries a few minutes to persuade the Lipan Apache to join their mission. The Apache group will discuss their decision and then the translators will respond to the missionaries. Allow time for both groups to ask and answer questions.
4. Next the missionaries will try to persuade the Comanche to come live and work in their missions. The Comanche group will discuss their decision and then the translators will respond to the missionaries. Allow time for both groups to ask and answer questions.
5. Afterwards, discuss each group's point of view. List students' responses on chart paper to compare with the interactions students learn about during their museum visit.
6. Students write an editorial comparing and contrasting the points of view of the Lipan Apache, Comanche, and missionaries. Students explain the benefits and challenges of mission life.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students near the dog-trot and surrounding exhibits. Discuss how France's attempt to claim the area known as Texas motivated the Spanish government to refocus their efforts to establish their foothold on Texas and eliminate and prevent France's presence.
2. Divide students into small groups, and ask them to locate evidence showing the different groups of people the Spanish government sent to Texas to establish Spain's claim in the area. Pose students with the following question:
 - ★ What groups of people can you identify that the Spanish government sent to Texas to establish Spain's claim to the territory?
3. Student groups observe the exhibits and share their responses to confirm that the Spanish government sent missionaries, soldiers, and settlers to establish Spain's foothold in Texas. Ask the following questions about the roles that each group played in Texas. Students identify the group that matches each description.
 - ★ Which group was sent to Texas to convert American Indians to Christianity and the Spanish way of life?
 - ★ Which group was sent to Texas to establish presidios, or military posts, and to provide protection?
 - ★ Which group was sent to Texas to raise crops and care for livestock in the missions?
 - ★ In what other ways were missionaries, soldiers, and settlers important to settling Texas?
4. Ask students to determine the success of the Spanish government's efforts to protect their claim to Texas. Instruct students to look for evidence that supports their ideas as they move through this chapter of the floor.





Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?
2. Explain that students will identify and analyze the time from the 1600s through the 1800s when missionaries and settlers came to Texas to establish Spain's control across the land.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their student journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

3.1 Strategies for Living on the Land

Identify and describe how the settlers overcame the challenges of living on the land.

3.2 People Who Settled in Texas

Identify the important role that each person or group played in settling the land. Then locate and describe an artifact that tells something about each person or group. Explain the purpose of each artifact.

3.3 Colonizing Texas

See how many missions and towns you can identify and label on the timeline.

3.4 Freedom for a Few

Identify which period of Fannie McFarland's life the exhibit shows. Explain how you know. Describe what you think an exhibit would look like that represents Fannie McFarland later in life as a successful business woman.

3.5 The Starter Home

Identify artifacts inside the dog-trot that show how people lived in Texas.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. Spain sent missionaries, settlers, and soldiers in the 1600s to colonize the land known as Tejas. After Mexico gained its independence from Spain in 1821, Stephen F. Austin encouraged families to immigrate to Texas from the American south by describing the richness and diversity of the land. Once Texas won its independence from Mexico, large numbers of immigrants traveled from the U.S. and Europe seeking land and opportunities.

EXTEND STUDENT LEARNING

- ★ Create a working model of an irrigation system that would have been used in Texas in the 1700s. Compare and contrast early and modern irrigation systems.
- ★ Create a diagram of a Texas mission. Label the parts of the mission and include a description. Identify the groups the mission served.
- ★ Design and build a model of a dog trot. Include the items that would be found in the home during the 1800s.
- ★ Create a map that displays immigration patterns into Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States.
- ★ Create a model of a suitcase that includes the things that settlers might have brought with them to Texas in the late 1800s. The suitcase must represent immigrants from the United States, Mexico, Germany, or another European country. Include descriptions of each item and the reasons why settlers would have brought them. Present your suitcase to the class.

ACTIVITY 3.4: FREEDOM FOR A FEW

Fannie McFarland was a one of several free African American laundresses in Houston. She was denied a petition to stay in Texas with her enslaved children. She stayed anyway and lived to become one of Houston's first real estate developers.

Identify which period of Fannie McFarland's life the exhibit shows. Explain how you know.

Describe what you think an exhibit would look like that represents Fannie McFarland later in life.

3.5 THE STARTER HOME

Identify artifacts inside the dog-trot that show how people lived in Texas.

Artifact	Artifact
Used for	Used for

Artifact	Artifact
Used for	Used for

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CHAPTER THREE: IMMIGRATION

STUDENT NAME



Question:

What brought immigrants to Texas when the region was part of Spain, part of Mexico, a republic, and part of the United States?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



After exploring this chapter I learned

ACTIVITY 3.1: STRATEGIES FOR LIVING ON THE LAND

By the 1760s France was no longer a threat to Spain’s colonies in Texas. Settlements began to grow in East Texas and along the Gulf Coast. Identify and describe how the settlers overcame the challenges of living on the land.

Challenge	Solution
Coping with distance	
Engineering water supplies	
Facing indifference	

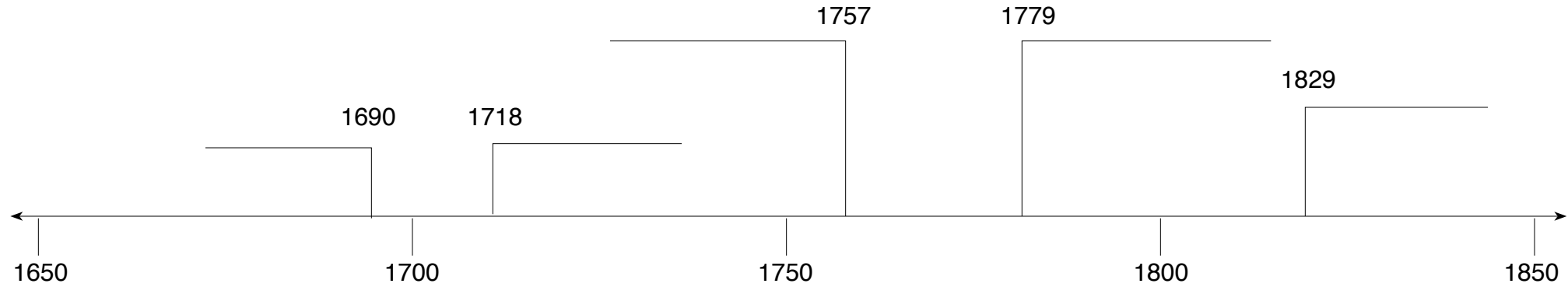
ACTIVITY 3.2: PEOPLE WHO SETTLED IN TEXAS

Many different people came to Texas. Identify the important role that each person or group played in settling the land. Then locate and describe an artifact that tells something about each person or group. Explain the purpose of each artifact.

	Role they played in settling Texas	Artifact	Purpose of artifact
Soldiers			
Farmers and ranchers			
Missionaries and friars			
Moses and Stephen F. Austin			
German immigrants			

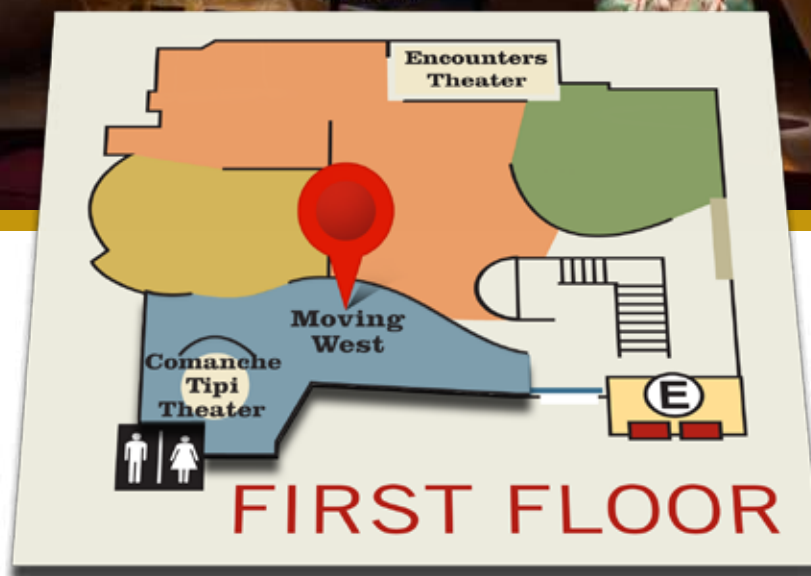
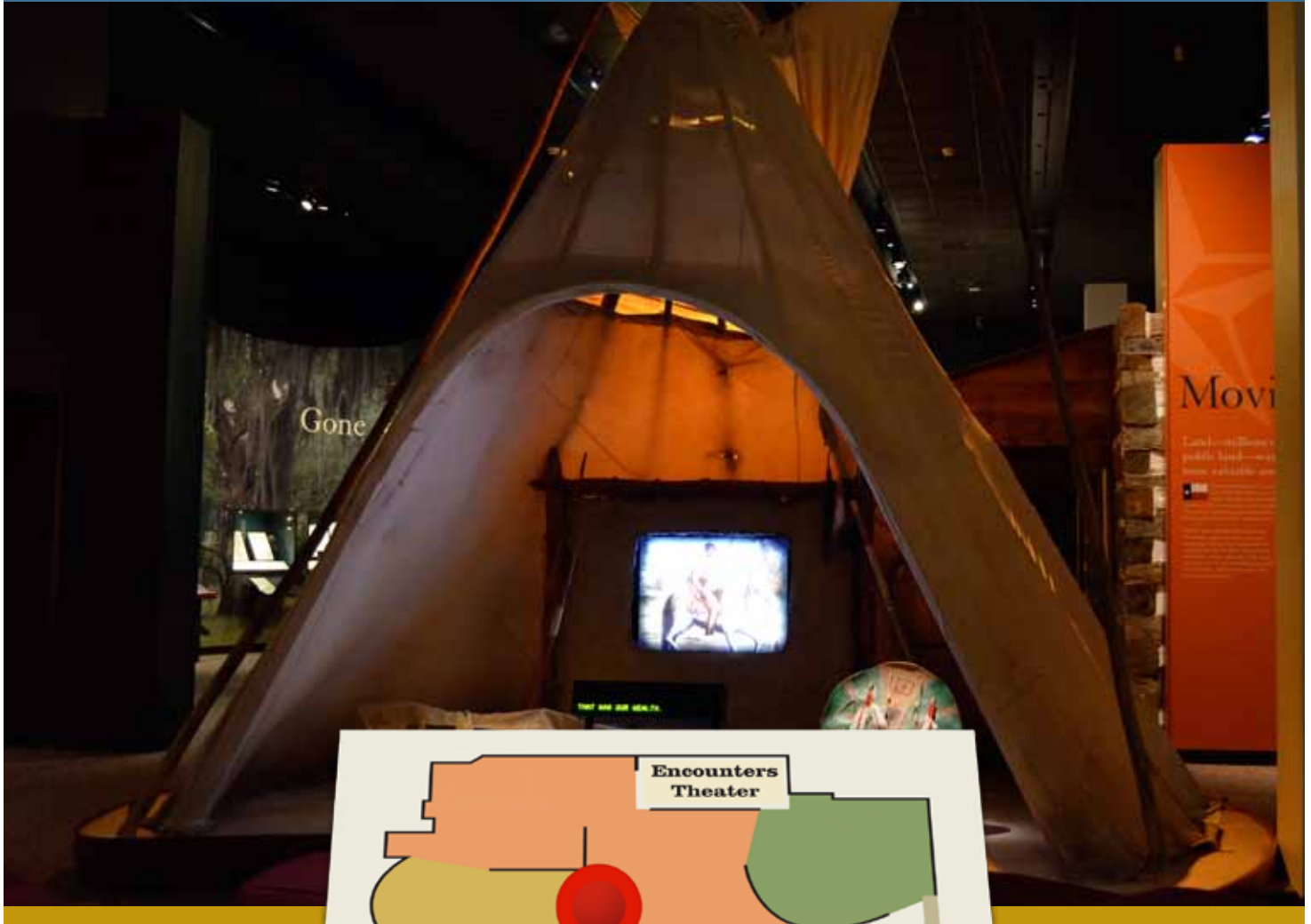
ACTIVITY 3.3: COLONIZING TEXAS

Between the 1600s and 1800s, many missions and towns were built and founded. See how many you can identify and label on the timeline below.



★ CHAPTER FOUR ★

WESTWARD EXPANSION



Overview

Chapter 4: Westward Expansion includes information about Indian Wars, Buffalo Soldiers, and Texas Rangers. Exhibits in this section represent the late 1860s-1890s when American settlements were expanding westward through Texas and impacting the American Indians who lived there. During their visit, students will examine how the expansion of railroads accelerated the growth of settlements into North and

West Texas. Students will also evaluate the interactions between American Indian groups and the U.S. government, military, and settlers, focusing on people who supported and protected them during westward expansion. Finally, students will analyze the events and actions that led to the loss of dominion for American Indians living in Texas.

Student Objectives

- ★ Participate in a debate to present and discuss the points of view of settlers and American Indians regarding new settlements built in traditional tribal territories.
- ★ Write an editorial of how American Indians reacted to settlers moving into their lands and the treatment of American Indians by settlers.
- ★ Participate in a true/false quiz to test knowledge of American Indian and settler relationships.
- ★ Identify and explain the role that people including Quanah Parker and the Buffalo Soldiers played during westward expansion.
- ★ Explain the causes of conflicts between American Indians and settlers.
- ★ Identify and evaluate the promises made to American Indians by the U.S. government.
- ★ Observe and record information and ideas from exhibits representing the 1800s to determine what caused the loss of American Indian control over Texas territory.

Guiding Questions

- ★ What happened to American Indian groups as settlements expanded westward through Texas?
- ★ What Comanche traditions and ways of life were changed due to westward expansion efforts by the U.S.?
- ★ How did the U.S. government respond to the conflicts between American Indians and settlers in Texas?
- ★ What was the importance of the Red River War?
- ★ What role did people including the Buffalo Soldiers and Quanah Parker play in the conflicts between American Indian groups and settlers in Texas?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.4C, 4.4D

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A

History 7.6A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Story of Texas Student Journal: Chapter 4: Westward Expansion*

Set the Stage

For more than 150 years, European and American settlements in Texas were limited to the southern and eastern regions because of the uneasy relationships with the Southern Plains Indians, particularly the Comanche. Following the Civil War, expanding railroad lines encouraged immigration to north and west Texas by promoting attractive, but often unrealistic, portrayals of the region. To further encourage westward expansion, the U.S. military provided protection to settlers and traders from a variety of threats, including attacks by American Indians. Consequently, hostilities between the Southern Plains Indians and the settlers increased because this western expansion threatened the Plains Indians traditional way of life.

In October 1867, the U.S. government called a council to seek peace with representatives from the Comanche, Kiowa and Plains-Apache tribes and created the Medicine Lodge **Treaty**. This **treaty** relocated the Comanche, Kiowa and Plains-Apache to reservations in **Indian Territory**, present-day Oklahoma with promises of support and protection from the U.S. government. Unfortunately, the government refused to fulfill its part of the **treaty**, which included providing food rations, tools, a school, and protection to the people on the reservation. To make matters worse, **buffalo** hunters set up camps in **Indian Territory**, hunting the animals to the brink of extinction and eliminating the Plains Indians' primary food source.

The Comanche and other American Indians staged raids into the Texas Panhandle out of anger towards the government for failing to follow through on their promises. Escalating conflicts prompted the **Red River War**, a series of battles fought between 1874 and 1875. American soldiers, including African American troops known as **Buffalo Soldiers**, were dispatched to western Texas to protect settlers and force the remaining American Indians onto the Indian Territory reservations.

One of the Quahadi Comanche leaders during the **Red River War** was Quanah Parker, the son of Cynthia Ann Parker, an American settler who had been captured as a child and raised by the Comanche. The Quahadi Comanche had refused to attend the Medicine Lodge **Treaty** Council or acknowledge the terms of the treaty. They remained fugitives in the Texas Plains for seven years, but finally surrendered during the **Red River War** and moved to the reservation in Oklahoma. Parker was named chief of the Comanche bands in the reservation and continued to serve as a leader there. The end of the **Red River War** resulted in the complete opening of the Texas Panhandle to American settlement. By 1898, the State of Texas had sold, granted, or reserved all of its public land. In 1900, geologist Robert T. Hill published the first complete map of Texas.

Vocabulary

- Buffalo** Also known as bison; a mammal having a large body, shaggy mane, and a massive head with short curved horns
- Buffalo Soldiers** African American soldiers assigned to control the western frontier and protect settlers moving west from American Indian attacks
- Indian Territory** The territory established in the early 19th century in present-day Oklahoma, where American Indians were forced to live by the U.S. government
- Red River War** A series of battles fought between the U.S. Army and several American Indian tribes including the Comanche and Kiowa from June of 1874 into the spring of 1875; resulted in the near extinction of the southern herd of buffalo, the defeat of the Comanche and other powerful American Indian groups, and the opening of the Panhandle to American settlement.
- Reservation** Area of land where an American Indian tribe was ordered to live by the U.S. government
- Treaty** A formal agreement between two or more groups



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students.
Imagine that you are part of a Caddo group that has lived in East Texas for hundreds of years. You have always benefitted from the resources the land has to offer. Unfortunately many settlers are determined to remove you from the land you have lived on all of your life so they can establish settlements. What will you do?
2. Divide the students into two groups: settlers and Caddo. Ask students to discuss the scenario with their groups. Each group will research American Indian conflicts in Texas to learn about the history of attacks made on settlers and on American Indian groups. Each side will gather evidence to support their point of view.
3. Conduct a debate allowing each side to present their positions about who should settle the land and how to resolve the conflict between settlers and the Caddo.
4. Afterwards, discuss students' arguments supporting each side. Discuss examples of what actually happened between American Indians and settlers, military and government officials.
5. Students write an editorial explaining their opinion of how American Indians reacted to settlers moving into their lands and the treatment of American Indians by settlers. Students also write about questions they still have.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What caused the loss of American Indian control over Texas territory?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the tipi.
2. Explain that students will participate in a true/false quiz to test their knowledge of American Indian and settler relationships. After reading each statement aloud, students will show thumbs up if they think the statement is true, and thumbs down if they think the statement is false.
 - ★ After the Civil War, tensions between southern Plains Indians and settlers increased. (true)
 - ★ The Treaty of Medicine Lodge in 1867 forced tribes to move to reservations in Indian Territory in present-day Oklahoma. (true)
 - ★ The government refused to fulfill their part of the Treaty of Medicine Lodge which included providing food rations, farm tools, a school, a saw and grist mills, and protection to the Indian reservation. (true)
 - ★ Plains Indians staged raids into the Texas Panhandle out of anger towards the U.S. government for failing to follow through on their promises. (true)
 - ★ Buffalo hunters and skinners set up camps in Indian Territory, killing as many as 100 animals an hour. This eliminated the Plains Indians' ability to hunt. (true)
 - ★ The Red River War was a series of battles fought between the U.S. Army and several Plains Indian groups including the Comanche and Kiowa. (true)
 - ★ The Red River War resulted in the near extinction of the southern herd of buffalo, the defeat of the Comanche and other powerful Plains Indian groups, and the opening of the Panhandle to American settlement. (true)
3. Ask students to explain how they feel about the statements they have heard and their opinions of actions taken by the U.S. government, military, settlers, and Plains Indian groups. Instruct students to look for evidence that shows the events that unfolded as settlements expanded west through Texas.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What caused the loss of American Indian control over Texas territory?
2. Explain that students will identify and analyze how westward expansion impacted the American Indians living in Texas.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their student journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

4.1 Conflict in Central Texas and on the Plains and Panhandle

Identify three examples of conflicts between American Indians and settlers. Include the causes of the conflicts. Identify some promises the government made to American Indians and which promises were kept.

4.2 Comanche Lifeways and Leaders

Identify and sketch artifacts that show how the Comanche people lived. Be sure to explain what each artifact was used for. Explain whether you think Quanah Parker was a strong or weak leader. Identify the evidence you used to decide.

4.3 Buffalo Soldiers

Complete a web describing buffalo soldiers and their jobs.

4.4 The Promise and the Reality

Look for and record evidence showing how the railroads helped extend settlements westward. Identify an invention that helped with the settlement of the west.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their journal.



After the Museum

DRAW CONCLUSIONS

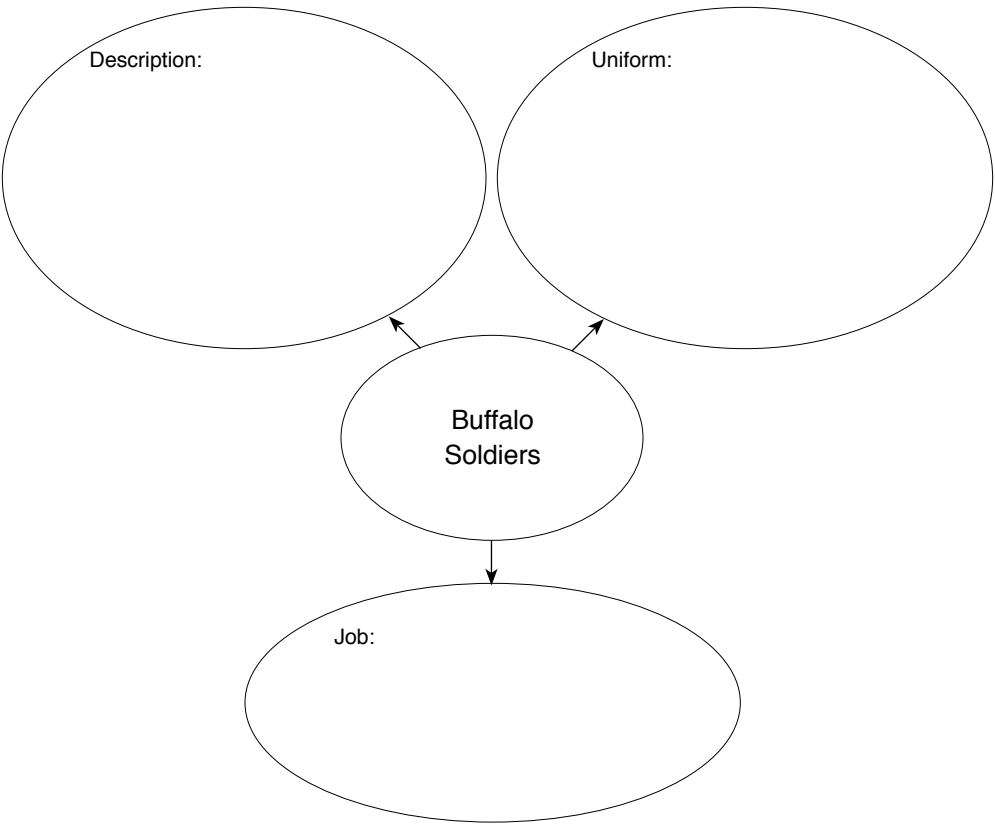
1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. A series of events took place that led to increased tensions and violence between American settlers and American Indian groups. The extermination of buffalo herds eliminated an important food source for many Plains Indian groups. Forcing these groups onto reservations and failing to provide resources to support their survival also contributed to the loss of American Indian control over Texas territory.

EXTEND STUDENT LEARNING

- ★ Research the events of the Red River War. Create a documentary retelling the events from the American Indian point of view.
- ★ Select a famous Texas Indian such as Quanah Parker and research his or her life. Write and give a speech summarizing events in the person's life, interactions with white settlers, contributions, and death. Include your point of view.
- ★ Research an American Indian group that lived in Texas. Trace the group's history and explain where their descendants are today. Create a poster displaying research, pictures, and maps.
- ★ Research the Buffalo Soldiers. Write two to three newspaper articles describing who the Buffalo Soldiers were, what their job duties were, where they were stationed, when they were in service, and what the soldiers did following the Indian wars.
- ★ Research reasons the U.S. wanted to expand westward into Texas in the 1800s. Create a travel display or video explaining what settlers, the government, the military, and railroads were hoping to gain and achieve. The presentation should include the resources and opportunities that Texas provided at the time as well as a description of the daily life of American settlers.

ACTIVITY 4.3: BUFFALO SOLDIERS

Complete the web describing Buffalo Soldiers.



ACTIVITY 4.4: THE PROMISE AND THE REALITY

Identify and record evidence showing how the railroads helped extend settlements westward.

Evidence: _____

Identify an invention that helped with the settlement of the west.

Invention	Purpose of invention



**CHAPTER FOUR:
WESTWARD EXPANSION**

STUDENT NAME _____



Question:
What caused the loss of American Indian control over Texas territory?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



After exploring this chapter I learned _____

ACTIVITY 4.1: CONFLICT IN CENTRAL TEXAS AND ON THE PLAINS AND PANHANDLE

The military and railroads became primary agents for protecting and promoting immigration. The line of settlement moved into far West Texas and the Panhandle. Many American Indians resisted the threat to their lifeways. Identify three examples of conflicts between Indians and settlers. Include the causes of the conflicts.

Conflict	Cause

After looking over the conflicts and their causes, do you think the American Indians should have fought against the American settlers? Explain why or why not.

Identify some promises the government made to American Indians and which promises were kept.

Promise	Kept/Not Kept

ACTIVITY 4.2: COMANCHE LIFEWAYS AND LEADERS

In the 1800s, Comanche in Texas lived in family-centered bands that traveled, camped, and hunted together. Identify and sketch artifacts that show how the Comanche people lived. Be sure to explain how each artifact was used.

Artifact:	Explanation



Quanah Parker, ca.1870
Courtesy Texas State Library and
Archives Commission, Austin

Who was Quanah Parker?

Explain whether you think he was a strong or weak leader? Identify the evidence you used to decide.

★ CHAPTER FIVE ★

A GROWING SENSE OF SEPARATENESS



Overview

Chapter 5: A Growing Sense of Separateness begins at the entrance of the Second Floor exhibits and stretches through Stephen F. Austin's jail cell to the Points of View Panel. The exhibits in this chapter represent the 1820s and 1830s — when Tejas was a part of Mexico. At this time Tejanos and Texians began building a political and cultural identity separating themselves from the Mexican government. During their visit, students will investigate how Stephen F. Austin persuaded immigrants from the

United States to come to Tejas, locations where American immigrants settled in Tejas, and the changes enacted by the Law of April 6, 1830. Finally, students will examine evidence that shows how the anger against the Mexican government grew among the people who lived in Tejas.

Plaster sculpture of Sam Houston, ca. 1894
Courtesy The Briscoe Center for American History
The University of Texas at Austin
Photo by Rebecca Kinnison

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER FIVE: A GROWING SENSE OF SEPARATENESS

Student Objectives

- ★ Label a map to identify where immigrants from the United States settled in Tejas and identify the natural resources that were available to the settlers.
- ★ Participate in a discussion of the challenges of settling in Tejas and adapting to the Mexican law.
- ★ Write a journal page describing life in Tejas from the perspective of a young settler.
- ★ Evaluate the benefits of the Law of April 6, 1830, for the Mexican government and the consequences for the Texians.
- ★ Evaluate different points of view regarding who should govern Tejas and then explain students' own opinion.
- ★ Observe and record information and ideas from exhibits that represent the time between the 1820s and the 1830s to determine how the relationship that the Tejanos, Texians, and Stephen F. Austin had with Mexico changed over time.

Guiding Questions

- ★ Why did Mexico allow settlers from the United States to begin settling Tejas in 1821?
- ★ Why were settlers unhappy with the Mexican government over the Law of April 6, 1830?
- ★ How did Stephen F. Austin lead the settlers from the United States?
- ★ Who did the people of Mexico, Tejas, and the United States feel should govern Tejas?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
History 4.2D, 4.2E
Geography 4.8A, 4.8B
Government 4.14B
Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
History 7.2D, 7.2E, 7.2F
History 7.3A
Geography 7.11A
Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
Learning Strategies 1.C, 1.E
Listening 2.I
Speaking 3.D, 3.E, 3.G, 3.J
Reading 4.G, 4.I, 4.J, 4.K
Writing 5.B

Materials

- *The Story of Texas Student Journal:
Chapter 5: A Growing Sense of Separateness*



Early Settlers, original scratchboard illustration by Mark Weakley, San Antonio

Set the Stage

In 1821, Mexico gained independence from Spain but was suffering economically. The Mexican government established land agents called **empresarios** to bring **immigrants** to Tejas, strengthening the economy through land sales and new settlements. Stephen F. Austin was an **empresario** who persuaded American settlers to come to Tejas. The Mexican government required **immigrants** to become Mexican citizens, abide by all Mexican laws, and adopt the Catholic religion. The **empresario** system provided the legal means for **immigrants** from the United States to settle in Tejas.

By the mid-1820s, Mexico began to consider withdrawing their invitation to new American settlers. Few of the new settlers living in Tejas took the conditions of their immigration seriously and followed the customs they brought with them. Squatters from the U.S. also settled illegally and claimed land in eastern Tejas, ignoring Mexican laws. The Mexican government took several steps to control their country which were not popular with many settlers from the United States. In 1824, the Mexican government combined the provinces of Tejas and Coahuila to form the Mexican state of Coahuila y Tejas. In 1829, the Mexican government abolished slavery throughout Mexico but exempted existing slaveholders living in Tejas. Many settlers became angry over the Mexican government's new laws and began speaking out for control over their own affairs.

Mexico began to fear that the United States would want to annex Tejas and sent an expedition to observe what was happening. After receiving reports that **Texians** and some **Tejanos** were allying themselves with the U.S., Mexico passed the Law of April 6, 1830, which banned further colonization of Tejas by immigrants from the U.S. Angry with the new law, **Texians** held conventions to organize their efforts and call for a repeal of the Law of 1830. Stephen F. Austin traveled to Mexico City to speak on behalf of the citizens of Tejas who wanted Mexico to lift the ban on immigration from the U.S., allow Tejas to separate from Coahuila, and establish a state government. Mexico granted some of the requests except for separate statehood and government. Because of this, Stephen F. Austin finally lost his previously held belief that Tejas

could have all their desires met and still remain a part of Mexico and wrote a letter to citizens of Tejas suggesting that they organize a state government. President Santa Anna ordered Mexican officials to arrest Austin for encouraging rebellion in Tejas. Austin remained imprisoned for almost one year after being taken into custody.

People in Tejas, Mexico, and the United States each had different opinions about who should govern Tejas. Many Americans who settled in Tejas on their own felt frustrated by Mexico's inability to provide adequate protection and support for the region. They wanted to establish their own government and militia. Established **Tejanos** also protested because they felt the Law of April 6, 1830, threatened their trade and way of life. Some leaders in the United States felt that annexing Tejas would help the country expand to the Pacific coast. Other U.S. leaders opposed annexing Tejas, because they did not want another slaveholding state to join the Union. Mexico feared that the United States would attempt to take over Tejas and that settlers from the United States would support U.S. efforts to take control. In response, Santa Anna resolved to quiet the rebellious protestors in Tejas.

Vocabulary

Colony A territory or region controlled by a different country

Empresario A person who has been granted the right to settle on Mexican land in exchange for recruiting and taking responsibility for new settlers; a land agent

Immigrant A person who leaves one country to settle permanently in another

Tejano A Texan of Hispanic descent

Texian English-speaking Texans during Spanish and Mexican rule

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER FIVE: A GROWING SENSE OF SEPARATENESS



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:
It is 1822 and Stephen F. Austin is helping your family immigrate to Tejas. Your family will build a new home in San Felipe de Austin, the capital of Austin's colony. Because Tejas is under Mexican rule, your family has to take an oath to abide by Mexican laws and adopt the Catholic religion.
2. Students work in groups to complete the following:
 - ★ Locate and label San Felipe de Austin on a map of Tejas that best represents the land during the 1820s.
 - ★ Discuss and list the natural resources that will help you survive.
 - ★ Discuss and record the challenges that you may have adjusting to a new culture and following new rules and laws.
3. Students form two larger groups based on their opinions – those who think the transition or move will be easy and those who think it will be difficult.
4. Each group presents their position to the class, providing examples to support their conclusions.
5. Students write a page from a personal journal from the point of view of a young immigrant to Tejas. The journal entry should include how the young settler feels about the agreement his or her family made to follow Mexico's laws and religious beliefs, what it might be like to live near new people and cultures, and how their family builds shelter, gathers and prepares food, and copes with illness.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?
2. Students discuss and record the type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the *Se Invita a Colonizar* exhibit that is located at the entrance of the second floor. Ask students what they think Texas might have been like in the early 1800s. Discuss students' ideas about the following: Texas's shape/boundaries, cities, people, government, and the land and its resources.
2. Read the subtitle "An Invitation is Extended to Colonize." Ask students to examine the Texas map in the middle of the display. Discuss how this map looks compared to a present-day Texas map. Observe boundary lines, towns, and types of labels. Using all information presented in the exhibit, ask:
 - ★ Can you find Tejas on the map?
 - ★ What does Tejas look like?
 - ★ What country was Tejas a part of? Tejas was part of the Mexican state of Coahuila y Tejas.
 - ★ Why would someone from the United States want to go to Tejas? Stephen F. Austin advertised Tejas for its rich and beautiful land containing natural resources and valuable wild cattle and horses.
 - ★ Where was Austin's Colony located? Austin's colony was located on the coastal plain between the Brazos and Colorado Rivers. San Felipe de Austin became the capital of Austin's colony.
 - ★ How did settlers get to Austin's Colony? Most settlers traveled to Austin's Colony using dirt paths. They came to sell cotton, obtain land, shop for supplies, and send mail.



Map of Texas with parts of adjoining states, ca. 1834-1835. Courtesy the Dolph Briscoe Center for American History, University of Texas at Austin



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their Student Journals: How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?
2. Explain that students will identify and analyze the events that took place during the 1820s and 1830s to help answer the question.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of their Student Journals or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

5.1: An Invitation Is Extended To Colonize

Label a map of Tejas with settlements, rivers, and resources, and write about how Stephen F. Austin persuaded immigrants from the United States to come to Tejas.

5.2: A Growing Sense of Separateness

Identify what the Law of April 6, 1830, declared. Complete the table to explain why the Mexican government would enforce this new law and how the law affected settlers.

5.3: From a Jail in Mexico City

Describe what it might have been like for Stephen F. Austin to live in the jail in Mexico. Identify primary sources that help you understand what life was like for Austin.

5.4: Different Points of Views

Read the points of view of people in Tejas, Mexico, and the United States and then write who you think should govern Tejas.

4. After investigating and recording information in their *Story of Texas Journals*, each group will present the information they gathered to the class while standing near the displays they used for their research.
5. Students record what they learn from the group presentations in their Student Journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of their Student Journals. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The documents, letters, and Stephen F. Austin's jail cell help tell the story of how Mexico welcomed the immigrants to Tejas, but eventually felt threatened by their desire for freedom and their growing relationship with the U.S.


EXTEND STUDENT LEARNING


- ★ Create a sign that will persuade families to move from the United States to Tejas. Consider including the following information in your sign.
 - Heads of families may purchase 177 acres for farming or 4428 acres for raising stock.
 - Empresario fee is 12½ cents per acre.
 - State fee is 30 dollars, to be paid within six years.
 - Families must agree to convert to the Roman Catholic religion and abide by the laws of Mexico.
 - Soil is ideal for planting cotton, sugar, and a variety of fruits and vegetables.
 - Land is rich and beautiful and contains many resources.
- ★ Research Stephen F. Austin's life and create a digital biography. Include the following:
 - Early years
 - Accomplishments as an Empresario
 - Other roles he played in Texas history
 - Later years
- ★ Research Mexico in the 1820s. Create a presentation that includes information about the geography, government, and culture.

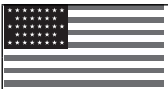
ACTIVITY 5.4: DIFFERENT POINTS OF VIEW

People in Tejas, Mexico, and the United States each had different opinions about who should govern Tejas. Read about each point of view.

Record each point of view. Then write what you think the citizens of Tejas should do.

**Mexico's Point of View**

**Tejas's Point of View**

**America's Point of View**

I think the people of Tejas should _____

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER FIVE: A GROWING SENSE OF SEPARATENESS

STUDENT NAME _____



Question:

How did the relationship that the Texians, Tejanos and Stephen F. Austin have with Mexico change over time?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....

After exploring this chapter I learned _____

ACTIVITY 5.1: AN INVITATION IS EXTENDED TO COLONIZE

Mexico gained its independence from Spain but needed money. The Mexican government hired land agents called *empresarios* that encouraged immigrants to settle in Tejas. Immigrants from the United States strengthened the economy by farming, ranching, trading, and paying taxes.

Use the exhibit to help you label San Antonio de Bexar, San Felipe de Austin, and Nacogdoches. Also label rivers and resources important to settlers.



How did Stephen F. Austin persuade immigrants from the United States to come to Tejas?

ACTIVITY 5.2: A GROWING SENSE OF SEPARATENESS

In 1822 Mexico wanted people from the U.S. to come settle in Tejas. By 1830 Mexico changed its mind. They passed the Law of April 6, 1830.

Identify what the Law of April 6, 1830, stated. Complete the table explaining why the Mexican government would pass this new law and how it affected settlers.

The Law of April 6, 1830, declared that _____

Why should Mexico pass the Law of 1830?	Reasons why citizens of Tejas disliked the Law of 1830.

ACTIVITY 5.3: FROM A JAIL IN MEXICO CITY

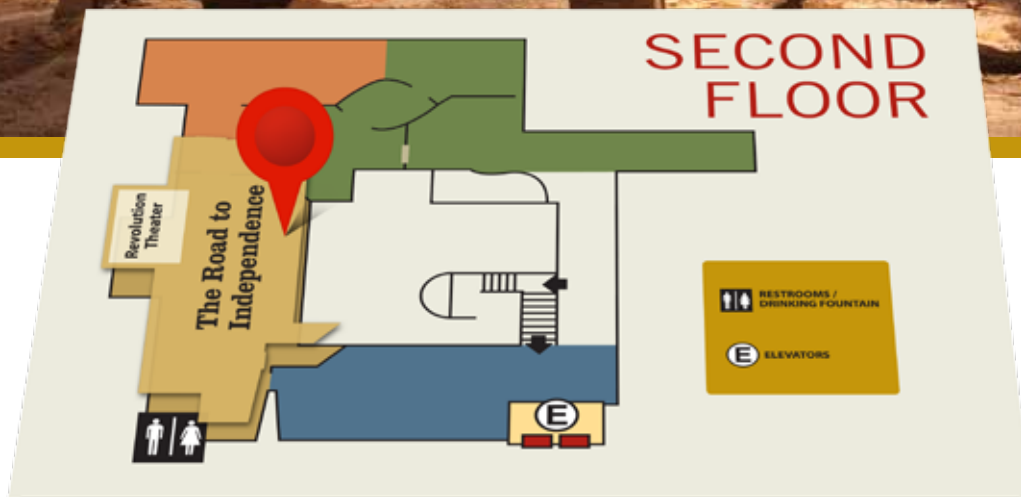
Stephen F. Austin was arrested in Mexico City for writing a letter to the town council of Bexar. He suggested they join with other towns and organize a local government. Listen to the program to hear parts of Austin's diary that he wrote during his time in prison.

Describe what it would have been like for Stephen F. Austin to live in the jail in Mexico. Identify primary sources that help you understand what life was like for Austin.

I think _____

★ CHAPTER SIX ★

THE ROAD TO INDEPENDENCE



Overview

Chapter 6: The Road to Independence encompasses the main battles of the Texas Revolution interpreted in the story of Texas independence: Gonzales, the Alamo, Goliad and San Jacinto. The exhibits in this chapter represent 1835 and 1836 — the Texas Revolution for independence from Mexico. During their visit, students

will investigate Texans' decision to declare independence and fight against the Mexican government, the causes and outcomes of battles during the Revolution, and the flight of settlers from their homes during the Runaway Scrape. Finally, students will analyze the events that ended the Texas Revolution.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER SIX: THE ROAD TO INDEPENDENCE

Student Objectives

- ★ Explore how people communicated in the 1820s by simulating the delivery of messages between towns.
- ★ Compare armaments, equipment, motivation, and determination to explore how a smaller, less organized Texian army could defeat a larger, more organized Mexican army.
- ★ Observe and record information and ideas from exhibits to determine the causes and outcomes of the battles during the Texas Revolution.
- ★ Investigate and record why settlers left their homes during the Runaway Scrape.
- ★ Determine and explain the government outlined by the Texas Constitution in 1836.

Guiding Questions

- ★ How did Texians communicate with each other over long distances during the Texas Revolution?
- ★ How did Texians prepare for the revolution?
- ★ What were the outcomes of the battles of the Texas Revolution?
- ★ How were Texans able to win their independence?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

§ 113.15. Social Studies, Grade 4

History 4.3A, 4.3B

Government 4.15A

Citizenship 4.16A

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§ 113.19. Social Studies, Grade 7

History 7.2D, 7.2E, 7.2F

History 7.3B, 7.3C

Geography 11.A

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§ 74.4 English Language Proficiency Standards

Learning Strategies 1.C, 1.E

Listening 2.I

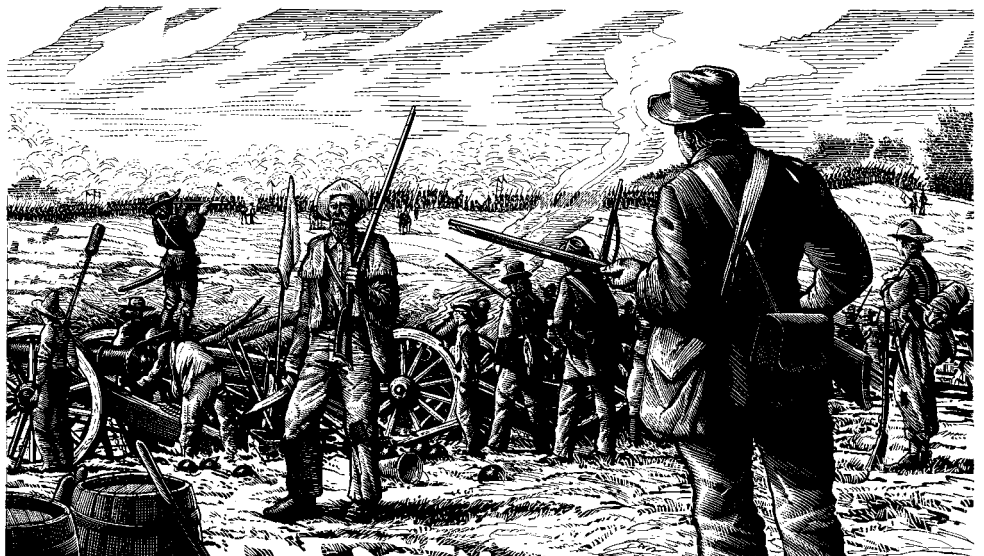
Speaking 3.D, 3.E, 3.G, 3.J

Reading 4.G, 4.I, 4.J, 4.K

Writing 5.B

Materials

- *The Story of Texas Student Journal: Chapter 6: The Road to Independence*



Fannin Surrounded, original scratchboard illustration by Mark Weakley, San Antonio

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CHAPTER SIX: THE ROAD TO INDEPENDENCE

Set the Stage

Since 1821, immigrants from the U.S. had been legally settling in Tejas under the empresario system. In 1835 President Santa Anna centralized the government's authority in Mexico and abolished the **Constitution** of 1824.

Under that **Constitution**, Tejas had been combined with Coahuila in a single state, which had greatly limited the Texians' representation within the Mexican government. Texians and Tejanos together sought to ensure fair representation within the Mexican government by establishing a Mexican state of Tejas, separate from Coahuila. Attempts to work with the government to realize reform failed, and frustrations in Tejas with the changing policies of the Mexican government grew. Citizens in Tejas along with other Mexican states began to rebel against the new laws. Many leaders in Tejas decided to fight against the Mexican government for **independence**. Even though the Mexican army was large and well equipped, Texians and Tejanos were willing to risk their lives to protect their rights.

The first shots of the escalating conflict were fired at Gonzales. Mexican soldiers traveled to Gonzales in September 1835 to reclaim a cannon the military had loaned to the colonists for protection, but the Texians refused to give it back. In October, Mexico sent a larger force to retrieve the cannon, but the colonists challenged them to "Come and take it," and fired on the soldiers.

Texians prepared for the approaching **revolution**. They formed a volunteer army with Stephen F. Austin acting as Commander in Chief. A delegation of men adopted the *Declaration of the People of Texas* to announce their loyalty to the 1824 Mexican **Constitution** and their intention to resist Santa Anna's new regime. The delegation formed a Texas government that would serve until they could reach an agreement with Mexico.

In December of 1835, the Texian army fought Mexican troops at the Battle of Bexar. After five days of fighting the Mexican troops surrendered, leaving San Antonio in the Texians' control.

By March, delegates gathered at Washington-on-the-Brazos. They installed Sam Houston as Commander in Chief of the Texian army, passed a Declaration of **Independence**, and adopted a **Constitution** of the **Republic** of Texas.

As these delegates gathered, Texan forces continued to meet Mexican forces on the battlefield. Approximately 250 Texians and Tejanos battled almost 2000 Mexican soldiers for 13 days during the Battle of the Alamo. The entire Texas force was killed. On March 27, 1836, James Fannin's army was defeated at the Battle of Coleto Creek. Fannin and his men surrendered and marched to Goliad as prisoners of the Mexican army. Santa Anna ordered Mexican soldiers to execute all captured forces. Only a few escaped or were spared. After learning of this massacre at Goliad, thousands of settlers abandoned their homes and fled toward Louisiana. This civilian retreat became known as the Runaway Scrape. Finally, on April 21, 1836, Sam Houston and his army caught Santa Anna's forces by surprise at San Jacinto. Texians and Tejanos attacked shouting, "Remember the Alamo," and "Remember Goliad."

Houston's army quickly defeated the Mexicans and captured Santa Anna the day after the battle. Although wounded, Sam Houston accepted Santa Anna's surrender, and the **Republic** of Texas was born.

Vocabulary

Constitution

A document that outlines the system of laws and principles of a government.

Independence

Liberty; freedom

Republic

A nation in which the power lies in the hands of the citizens who vote for officers and representatives responsible to them

Revolution

The overthrow of one government and its replacement with another



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:
The Texians and Tejanos are frustrated with the policies of the Mexican government. Attempts to work with the government to voice concerns and bring about reform have failed. Many leaders in Tejas have decided to fight against Mexico for independence but will need to communicate with the citizens of Tejas to organize militias and armies and to send information regarding military conflicts and actions taken by the Mexican government. How will towns communicate with each other when there are no cell phones, Internet, television, or radio?
2. Organize the class into four or five groups. Place each group at a different location in an outside area. Explain that each group represents a town in Tejas located many miles from the other towns. Students name their towns.
3. Give each group a message to send to the other towns such as a note recruiting volunteers to join the militia to fight against Mexico for independence, a warning of approaching Mexican soldiers, or a notice of action taken upon a town by Mexican soldiers. Each group will devise a plan to communicate to the people in the other towns located throughout the territory (outside area). This may include sending a messenger, writing a letter, or both. Each group must also keep track of the towns where they delivered messages.
4. To help simulate the amount of time it took to communicate in the 1800s, students must walk with their message to the other towns.
5. Assign one or two students to play the role of Mexican soldiers. Their job is to patrol the area between the towns to prevent communications from passing. Mexican soldiers must also walk. If a soldier is able to tag a messenger, then the messenger must go back to their town and try again.
6. Once a town (group) receives a message, they must send a response back to the town responsible for the message. Play until all groups have had a chance to send and receive messages.
7. Afterwards, share the messages that each group sent and received. What happened when they were not delivered? Did each town understand the messages they received?

Discuss the challenges of communicating in the 1800s. Students consider how long it took to share information.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How were Texians able to communicate and work together to defeat Mexico's larger and better equipped army?
2. Students discuss and record the type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students between the *Come and Take It* and *Making a Stand* exhibits. Divide students into four groups. Assign each group one of four topics to observe and describe:
 - ★ armaments and equipment used by the Mexican army
 - ★ uniforms worn by the Mexican army
 - ★ armaments and equipment used by the colonists
 - ★ uniforms worn by the colonists
2. Each group will study the artifacts in the Exhibits and discuss how well prepared they think the Mexican and Texan armies were for battle.



Houston's Trainees,
original scratchboard illustration by Mark Weakley, San Antonio

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER SIX: THE ROAD TO INDEPENDENCE

3. Each group will report their findings to the whole group by discussing the following:
 - ★ How are uniforms and armaments important in fighting a war?
 - ★ Where did the colonists get many of their weapons, including the cannon in Gonzales?
 - ★ Do you think the Mexican government had the right to take the cannon back?
 - ★ If the Mexican army is more organized, larger, and better equipped to fight a war than the colonists, how do you think the colonists can successfully defend themselves and gain independence?
 - ★ Why do you think the colonists risked losing their lives to fight the Mexican army? Why do you think the Mexican army risked their lives for their government?



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their Student Journals: How were Texans able to communicate and work together to defeat Mexico's larger and better equipped army?
2. Explain that students will identify and analyze the events that took place during the 1820s and 1830s to help answer the question.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the Student Journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

6.1: October 1835 - Make a sketch of the flag the Texans made at Gonzales and explain why they wrote "Come and Take It."

6.2: Texans Fight for Independence from Mexico - Study the exhibits throughout this chapter to identify the outcomes of the four major battles. Explain what the model of the Alamo tells about the battle that took place.

6.3: Spreading the Word - Identify an example or artifact that shows the role that printers played in keeping Texans informed in 1835.

6.4: Civilians Flee - Explain why thousands of settlers abandoned their homes during the Runaway Scrape. Explain what you would take with you if you had to leave your home.

6.5: Victory at San Jacinto - Identify your favorite artifact displayed at the Victory at San Jacinto exhibit. Describe the artifact and why you chose it.

6.6: The Republic of Texas is Born - Describe the type of government that the Texas Constitution outlined.

4. After investigating and recording information in their Student Journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their Student Journal. Discuss the sacrifices that Texans made to win their freedom from Mexico.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journal during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the Student Journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The exhibits include many examples of how letters and newspapers helped communicate the outcomes of battles and rally the support and efforts of Texans. The exhibits showcase the passion, will, and determination of Texans that helped them to persevere.

EXTEND STUDENT LEARNING

- ★ Students create a presentation highlighting the important battles of the Texas Revolution. Include a map of battle locations, details of each battle, the results of each battle, and the importance of each battle
- ★ Students write a script to reenact one of the battles of the Texas Revolution such as the Battle of Gonzales, the Battle of the Alamo, or the Battle of San Jacinto. Students present the play to the class.
- ★ Students research the Runaway Scrape to determine its causes and effects. Create a journal with at least three entries describing life as a Texian or Tejano during the Runaway Scrape. Entries should discuss why the author left home, where his or her home is located in Tejas, where the author is planning to go for safety, the challenges of traveling across Tejas, the events that end the Mexican army's threat to Tejas, and how the author learns that he or she may return.
- ★ Students visit the interactive painting of the Surrender of Santa Anna by William H. Huddle at http://education.texashistory.unt.edu/lessons/psa/Texas_Revolution/docs/Flash/history_portal_surrender_2.swf. Students use software such as PhotoShop or PowerPoint to create their own interactive painting.
- ★ Students read William Barrett Travis' letter from the Alamo at <http://www.tsl.state.tx.us/treasures/republic/alamo/travis-about.html>. Students write their own letter from the point of view of a Texan or Mexican soldier at the Alamo.

ACTIVITY 6.5: VICTORY AT SAN JACINTO

Identify your favorite artifact shown in the *Victory at San Jacinto* exhibit. Describe the artifact and why you chose it.

Artifact	Description

This is my favorite artifact because _____

ACTIVITY 6.6: THE REPUBLIC OF TEXAS IS BORN

Describe the type of government established by the Texas Constitution.

How is this type of government different from the Mexican government the Texans have been living under?

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER SIX:
THE ROAD TO
INDEPENDENCE

STUDENT NAME



Question:
How were Texans able to communicate and work together to defeat Mexico’s larger and better equipped army?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....

After exploring this chapter I learned _____

ACTIVITY 6.1: OCTOBER 1835

Make a sketch of the flag the Texians made at Gonzales.



Why do you think the Texians wrote, “Come and Take It” on the flag?

ACTIVITY 6.2: TEXANS FIGHT FOR INDEPENDENCE FROM MEXICO

Study the exhibits throughout this chapter to identify the outcomes of the following battles.

Location of Battle	Outcome
Bexar	
Alamo	
Coleto Creek	
San Jacinto	

What does the Museum’s facade of the Alamo tell you about the battle that took place?

ACTIVITY 6.3: SPREADING THE WORD

Identify an example or artifact that shows how printers reported the events of 1835 to Texians.

Artifact	What does the artifact tell Texians?

ACTIVITY 6.4: CIVILIANS FLEE

Why did thousands of settlers leave their homes during the Runaway Scrape?

What would you take with you if you had to leave your home?

★ CHAPTER SEVEN ★

THE REPUBLIC OF TEXAS AND EARLY STATEHOOD



Overview

Chapter 7: The Republic of Texas and Early Statehood spans the period of the Republic of Texas through its early years as a state of the United States, concluding prior to the Civil War. The exhibits in this chapter represent 1836 through 1860 — Texas's years as an independent nation and its first years as a part of the United States. During their visit, students will investigate the challenges facing the new Republic, the annexation

of Texas to the United States, the opportunities that encouraged different people to immigrate to Texas, and how immigration impacted the Tejanos currently living in the state. Finally, students will discover the impact of cotton on the Texas economy.

Original design sketch of the Republic of Texas flag and seal, ca. 1839
Courtesy Texas State Library and Archives Commission, Austin
Painting, "Independence Hall at Washington on the Brazos," ca. 1852
Courtesy Bank of America Collection

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CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

Student Objectives

- ★ Participate in a debate to examine the reasons why Texas should remain a republic and the reasons why Texas should join the United States. Students will then write an editorial stating their opinion and provide evidence to support their position.
- ★ Investigate, evaluate, and present the issues that Texas faced as a new republic.
- ★ Identify and label the disputed borders between Mexico and Texas, and write about the impact that the Treaty of Guadalupe Hidalgo had on Mexican families north of the Rio Grande.
- ★ Identify and describe opportunities that encouraged immigrants to settle in Texas, and evaluate the impact of immigration on Texans.
- ★ Investigate and analyze the impact that the cotton industry had on the Texas economy and culture.

Guiding Questions

- ★ Should Texas remain a republic or join the United States?
- ★ How did Texans address the issues that Texas faced as a republic?
- ★ What finally ended the war between Mexico and the U.S.?
- ★ How did immigrants shape Texas?
- ★ How did cotton impact the Texas economy and culture?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
History 4.3C, 4.3D, 4.3E
Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
History 7.3D
History 7.4A, 7.4B, 7.4C
Geography 11.A
Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
Learning Strategies 1.C, 1.E
Listening 2.I
Speaking 3.D, 3.E, 3.G, 3.J
Reading 4.G, 4.I, 4.J, 4.K
Writing 5.B

Materials

- *The Story of Texas Student Journal: Chapter 7: The Republic of Texas and Early Statehood*

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CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

Set the Stage

After gaining its independence in 1836, the **Republic** of Texas faced many challenges. The new nation was deeply in debt, had few roads to connect towns and settlements, and did not have an established mail system.

Sam Houston and Mirabeau B. Lamar served as the first two presidents of Texas and shared similar views on several issues. Both presidents encouraged new settlement to help strengthen the economy and agreed that only white and Tejano men could become citizens of Texas. Under these laws, American Indians, African Americans — both free and enslaved — and women did not qualify for citizenship.

Houston and Lamar differed in opinion over many more issues than they agreed upon, including American Indian relations, land management, and debt. Houston negotiated treaties with American Indians while he was in office and believed that a peaceful co-existence was possible. Lamar, however, denied them land and forced them out of Texas. In managing Texas's vast amounts of land, Houston favored giving land to settlers as a source of future property taxes; Lamar favored reinstating the empresario system and setting aside land for public schools and universities. To deal with the large national debt, Houston collected tariffs at the port of Galveston and disbanded the standing army in favor of smaller militias and ranger units, while Lamar requested money for programs and issued paper money to try to stimulate the economy. Despite efforts from both presidents, the debt continued to grow.

Sam Houston supported **annexation** to the United States, believing that Texas needed to become a part of the U.S. in order to survive. He played on U.S. fears that Texas might form an alliance with Great Britain to block U.S. expansion across North America. Lamar thought that Texas should remain a **republic** and, as part of its **Manifest Destiny**, eventually expand its borders to the Pacific Ocean. The Texas Congress eventually agreed with Houston and, in 1845, voted in favor of **annexation**, making Texas the 28th state. Afterwards, Texas sold or gave away millions of acres of public land to immigrants, railroads, and developers from the United States to

encourage settlement; to fund education, roads, or other public improvements; and to pay off debts.

By **annexing** Texas, the United States began preparing for a confrontation with Mexico. The conflict came quickly, and in 1846, the U.S. went to war with Mexico over the disputed border between Mexico and Texas. Mexico claimed the Nueces River as the border, while the U.S. claimed the Rio Grande. In 1848, the war ended with the signing of the Treaty of Guadalupe Hidalgo, identifying the Rio Grande as the official boundary between Texas and Mexico.

The **annexation** of Texas to the United States encouraged further immigration from the U.S. Texas was promoted as a land of plentiful game, fertile soil, an ideal climate, and endless opportunities. The state's population tripled between 1850 and 1860 and by 1860, at least 75 percent of the population had been born outside of Texas.

VOCABULARY

Annex to add a territory to an existing political body such as a country, state, or city

Manifest Destiny the 19th-century belief or doctrine that it was the right and duty of the U.S. to expand its territory over the North American continent. Lamar believed that Texas should expand its borders to the Pacific Ocean as part of its Manifest Destiny

Republic a nation in which the power lies in the hands of the citizens who vote for officers and representatives responsible to them

Slave state a state of the Union in which slavery was legal before the Civil War

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD

San Antonio, a cultural and commercial center of the state for some time, represented the growing diversity of Texas's population with Spanish, English and German speakers living in the same city. Immigrants soon outnumbered established Tejano families in San Antonio and elsewhere. Many Tejanos, feeling overwhelmed, struggled to maintain their customs, their land, and their voices in the new state government. Jose Antonio Navarro played an important role as an advocate for Tejanos in Texas.



Jose Antonio Navarro, ca. 1865
State Historical Park
San Antonio

As the new state's population grew, its economy did, too. Over the next decades, Texas generated millions of dollars exporting cotton from Galveston. Cotton was known as “white gold” because of its high value. Texas was **annexed** as a “**slave state**,” and many landowners considered the institution of slavery to be an essential component of the cotton industry and, as a result, the Texas economy. Enslaved African Americans played an important role in cotton and crop production, working physically, emotionally, and mentally demanding jobs — often from sunrise to sunset, six days a week. Throughout the years of slavery in Texas, slaves resisted the system in both passive and active ways: creating community in spite of conditions, using craft skills as a respite, committing subtle acts of disobedience, and attempting escape.



Before the Museum

BUILD BACKGROUND

1. Ask students to imagine that it is 1845, and to consider whether they think Texas should remain a republic or join the United States.
2. Divide students into two groups — those who think Texas should join the U.S. and those who think Texas should remain a republic.
3. Instruct each group to prepare reasons for their choice.
4. Hold a debate between the two groups.
5. Create the following chart for the classroom. Record each group's reasons for joining the United States or remaining a republic.

Join the United States	Remain a Republic

6. After students have presented their evidence, take a vote to determine how many students would join the United States and how many students would not.
7. Students then write an editorial explaining their position on annexing Texas to the United States. The editorial should include the following:
 - ★ Their position on annexation
 - ★ At least three reasons to support the opinion
 - ★ Historical facts to support the opinion
8. Students read their editorials to classes throughout the school and take a survey to see how other students feel about the issue.

PREDICT

1. Give a copy of the *Story of Texas Student Journal* to each student. Ask students the Thinking Ahead question: How did annexation to the United States shape Texas's future?
2. Students discuss and record the type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.

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CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD



Engage at the Museum

1. Gather students in *The Republic of Texas* exhibit. Discuss students' ideas of what it means for Texas to be a republic.
2. Ask students to imagine being leaders of the new republic, and discuss the following questions:
 - ★ What decisions do you need to make to help organize the Republic of Texas?
 - ★ What concerns do the citizens of Texas have now that they have gained their independence?
3. Students look at the exhibit panels to identify the different issues that the leaders of Texas had to address:
 - ★ Who will recognize us as a nation?
 - ★ How will we secure our borders?
 - ★ Can we share the land with Native Americans?
 - ★ How will we pay our debts?
 - ★ How will we manage our land?
 - ★ Who can be citizens of the republic?
 - ★ Where will our capital be?
 - ★ Annexation or empire?
4. Divide students into small groups and assign each group one of the issues. Students will study the exhibit to learn about the issue. Each group will then present their findings to the whole class as well as their opinion for how Texas should address the issue.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of the Student Journal: How did annexation to the United States shape Texas's future?
2. Explain that students will identify and analyze the events that took place when Texas was a republic and during its early years as a state.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the Student Journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

7.1: The Republic of Texas - Compare and contrast how Mirabeau B. Lamar and Sam Houston dealt with issues facing the new republic.

7.2: The U.S. Goes to War Over Texas - Use the exhibit to draw in the disputed boundary between Texas and Mexico.

7.3: Settling the Border - Explain how the Treaty of Guadalupe Hidalgo affected the Mexican families north of the Rio Grande.

7.4: Immigrants Shape San Antonio - Write what Tejanos, Americans, and Germans might say about how their lives are affected by immigration.

7.5: White Gold - Explain why cotton was called "white gold." How was cotton important to Texans and the economy?

4. After investigating and recording information in their Student Journals, groups should present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their Student Journal.

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CHAPTER SEVEN: THE REPUBLIC OF TEXAS AND EARLY STATEHOOD



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journal during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the Student Journal. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The artifacts, newspapers, and letters explain how joining the United States helped Texans to overcome many challenges, especially the dispute with the Mexican government over borders. The United States fought the war with Mexico to defend Texas's borders resulting in the Treaty of Guadalupe Hidalgo which ended the war and identified the Rio Grande as the boundary between Texas and Mexico. The annexation of Texas to the United States also encouraged further immigration from the U.S. and generated millions of dollars through cotton imports and exports in Galveston. The annexation into the U.S. helped define and change the Texas identity.

EXTEND STUDENT LEARNING

- ★ Students research Sam Houston or Maribeau B. Lamar. Students write a speech outlining their beliefs on slavery, annexation, American Indian relations, and other issues presented at the Museum. Students give their speech to the class.
- ★ Students research immigrants who came to Texas from other countries during the 1840s and 1850s. Create a presentation that answers the following:
 - Where did the immigrants come from?
 - Why did they come to Texas?
 - Where did they settle?
 - What types of jobs did they hold?
 - What traditions did they bring?
 - How has their culture impacted Texas?

- ★ Students research immigration to Texas today. Create a presentation that answers the following questions:

- Where are immigrants coming from?
- What attracts immigrants to Texas?
- What contributions do immigrants make to Texas?
- What traditions do immigrants bring with them?

ACTIVITY 7.4: IMMIGRANTS SHAPE SAN ANTONIO

As a Tejano what might you say about the number of immigrants coming from the U.S. and Europe?

As an immigrant from the United States, what might you say about finding new opportunities in Texas?

As an immigrant from Germany what might you say about starting a new business in Texas?

ACTIVITY 7.5: WHITE GOLD

Explain why cotton was called “white gold.” How was cotton important to Texans and the economy?

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER SEVEN:

THE REPUBLIC OF
TEXAS AND EARLY
STATEHOOD

STUDENT NAME _____



Question:

How did annexation to the United States shape Texas's future?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?

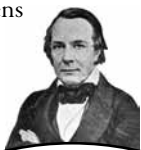


After exploring this chapter I learned

ACTIVITY 7.1: THE REPUBLIC OF TEXAS

Mirabeau B. Lamar and Sam Houston both served as president of Texas, but they had very different views on many issues. Complete the Venn diagram comparing and contrasting how Lamar and Houston handled issues such as:

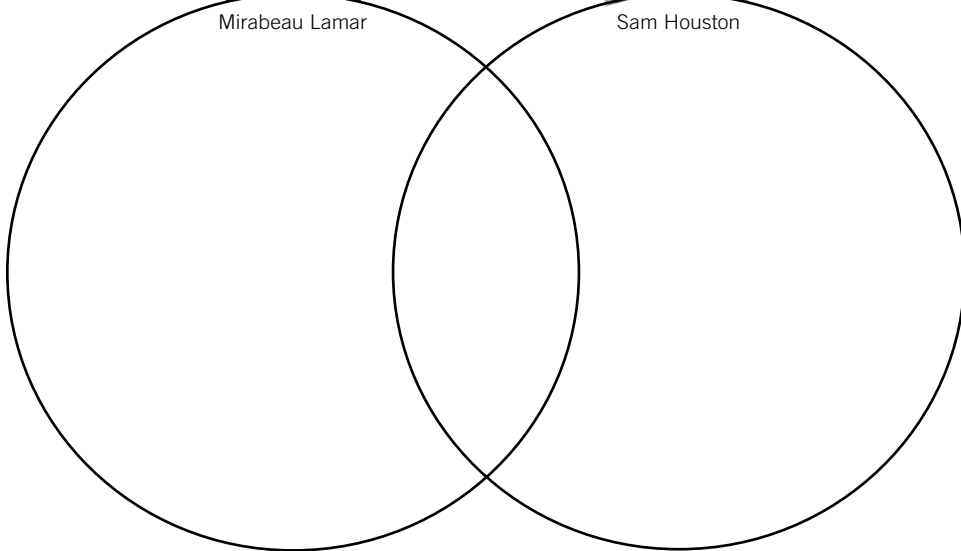
- ★ How to secure borders
- ★ How to pay debt
- ★ How to manage land
- ★ Who can be citizens
- ★ How to share land with Native Americans
- ★ Where to locate the capital
- ★ Annexation or empire



Mirabeau Lamar



Sam Houston

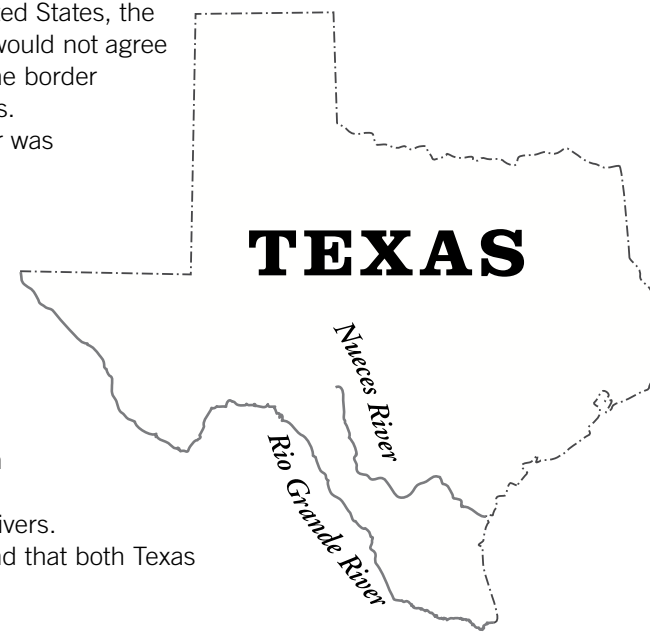


Which leader do you agree with most? _____

Explain why _____

ACTIVITY 7.2: THE U.S. GOES TO WAR OVER TEXAS

After Texas joined the United States, the Mexican government still would not agree that the Rio Grande was the border between Mexico and Texas. Mexico claimed the border was the Nueces River.



Use the exhibit to shade in the area between the Rio Grande and the Nueces Rivers. The shading shows the land that both Texas and Mexico claimed.

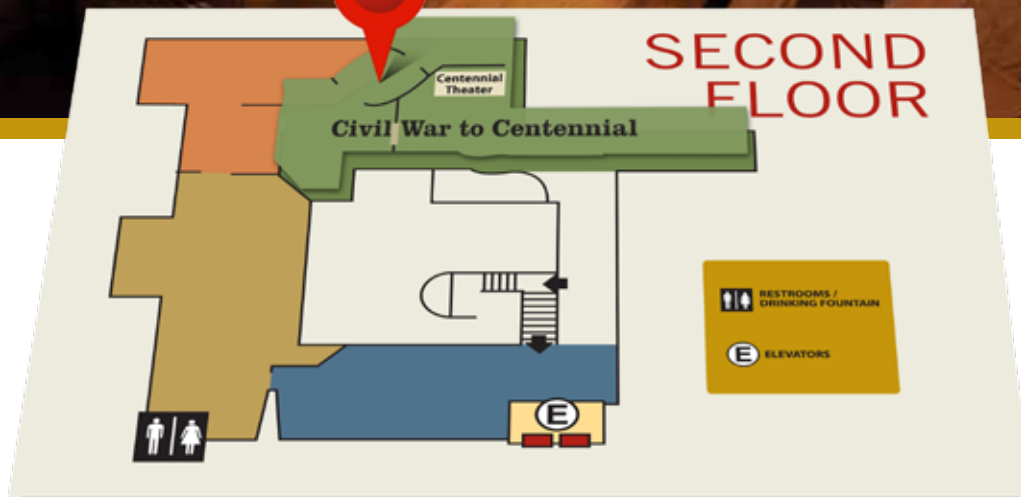
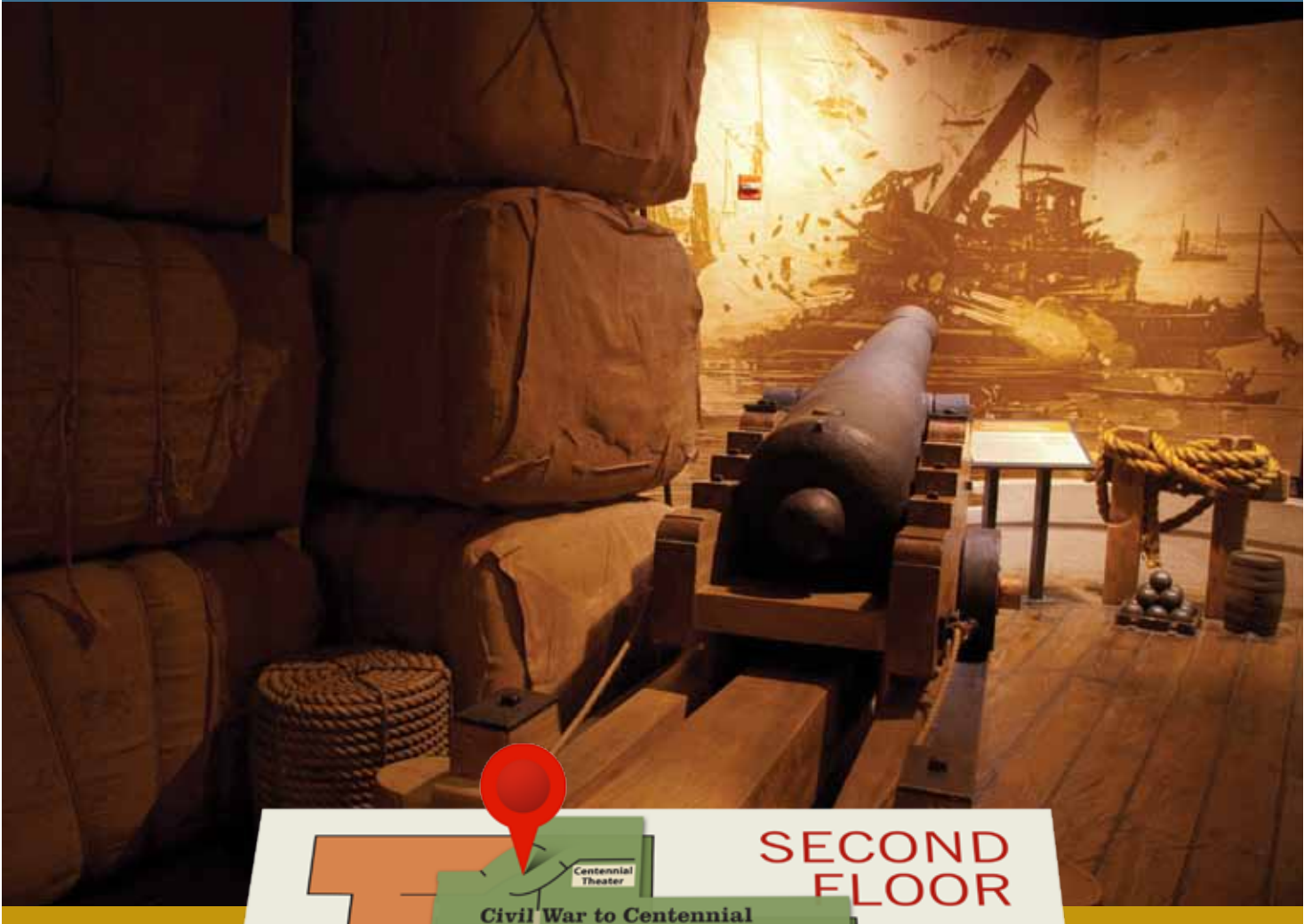
ACTIVITY 7.3: SETTLING THE BORDER

The _____, signed in 1848, ended the war between the U.S. and Mexico. The treaty stated that the Rio Grande was the border between Texas and Mexico. This border extended up to the southern boundary of New Mexico.

Explain how the treaty affected the Mexican families north of the Rio Grande. As a young Tejano, where would you want to live and why?

★ CHAPTER EIGHT ★

CIVIL WAR TO CENTENNIAL



Overview

Chapter 8: Civil War to Centennial includes Texas' secession from the United States, participation in the Civil War, the path to Reconstruction, early fights for equal rights, and the Texas Centennial. The exhibits in this chapter represent 1865 through 1936 — a period of great transition in the state including struggles for equality and decisions about identity. During their visit, students will investigate the reasons why Texas seceded

from the United States, the Texans who fought in the Civil War and the contributions they made, the changes Texas experienced during the Reconstruction period, and the social changes that various groups fought for after the adoption of the Constitution of 1876. Finally, students will follow the development of the Texas identity as a western state as celebrated during the Texas Centennial.

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CHAPTER EIGHT: CIVIL WAR TO CENTENNIAL

Student Objectives

- ★ Participate in a group activity to identify the causes of the Civil War, and evaluate the beliefs students agree with.
- ★ Write a personal narrative explaining what students think life may have been like for Texans when the Texas government decided to fight in the Civil War.
- ★ Locate and share examples of Texans and various groups who fought in the Civil War or supported Texas during the war.
- ★ Write a letter explaining the significance of the proclamations made on June 19, 1865.
- ★ Investigate and explain the changes that occurred in education, the economy, jobs, politics, and race relations during the Reconstruction period between 1865 and 1877.
- ★ Explain how life changed in Texas after the adoption of the Constitution of 1876 by investigating the various groups who emerged and fought for social changes.
- ★ Study artifacts that represent the Texas Centennial celebrations.

Guiding Questions

- ★ What were the causes of the Civil War?
- ★ What roles did Texans play during the Civil War?
- ★ How do we celebrate the day Texans learned that slavery had been abolished?
- ★ What new opportunities and jobs were created during Reconstruction?
- ★ What social issues did Texans face during the period between 1876 and 1936?
- ★ How did Texans celebrate the Centennial?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
 - History 4.4A
 - Citizenship 4.16D
 - Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
 - Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
 - History 7.1C
 - History 7.5A, 7.5B, 7.5C
 - Geography 7.11A, 7.11B
 - Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
 - Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
 - Learning Strategies 1.C, 1.E
 - Listening 2.I
 - Speaking 3.D, 3.E, 3.G, 3.J
 - Reading 4.G, 4.I, 4.J, 4.K
 - Writing 5.B

Materials

- *The Story of Texas Student Journal: Chapter 8: Civil War to Centennial*
- Student cards containing belief statements representing the northern and southern viewpoints
- Student cards with “Agree” written on one side, and “Disagree” written on the other side

Set the Stage

When Abraham Lincoln was elected president in 1860, many southerners, including Texans felt that his election threatened their personal rights and the right of the state to govern itself. As other southern states began to **secede**, Texas secessionists demanded that Governor Sam Houston call a convention to vote upon seceding from the United States. On February 23, 1861, a convention of Texas delegates met and voted Texas out of the Union. The motion carried with only 8 votes against secession.

Texas joined the Confederacy to fight in the **Civil War**. During the war, Texans earned a reputation for bravery on the front and at home — fighting in many battles and working to provide cotton to the Confederacy in spite of Union blockades. After four years of fighting, Confederate General Robert E. Lee surrendered on April 9, 1865. However, the last land battle of the **Civil War** was fought near Brownsville on May 13, 1865. On June 19, 1865, a federal proclamation announced that all Confederate laws were void, Confederate soldiers were paroled, and all enslaved African Americans were now free. African Americans celebrated the news with festivities that became an annual remembrance known as “Juneteenth.”

The decade following the **Civil War** is known as **Reconstruction**. During this time, Texas citizens worked hard to reshape the government, rebuild the state’s economy, and revive their communities. Many individuals and groups, such as the Freedman’s Bureau, helped **emancipated** African Americans rebuild their lives and make the transition from slavery to freedom. Freedmen began to make their living serving in the military, farming, and ranching. Some also entered the political arena, serving in both the Senate and House of Representatives. After meeting conditions set out by the federal government such as granting full citizenship and voting rights to African American men, Texas officially rejoined the Union on March 30, 1870.

After the **Civil War**, farming continued to serve as a way of life for many Texans. Without slavery, farms and plantations adjusted to new realities and developed new

working systems — including **sharecropping**. During this time, the Panhandle and West Texas also opened up for settlement and ranching, prompting thousands of people to head west. Many became ranchers or cowboys, while some sought employment with the railroads as they expanded across the state.

The period between 1876 and 1936 was a time for new beginnings. The first prominent labor union, the Knights of Labor, assembled in Houston and accepted women and African Americans as members. Women became more visible in their communities and formed **suffrage** groups to fight for the right to vote. Texas women won the right to vote in state primary elections in 1918. On June 26, 1919, the Texas legislature became the first in the South to ratify the 19th Amendment to the U.S. Constitution granting women the right to vote.

In spite of advances, African Americans and Latinos continued to encounter obstacles and prejudice. Many could only find low-paying jobs, **sharecropping**, and migratory farm work. The state and local governments did not grant the same rights to African Americans and Latinos as white Americans. The passage of **Jim Crow laws** enforced racial **segregation** throughout the southern United States. Many people protested **segregation**, and organizations such as the National Association for the Advancement of Colored People (NAACP) formed, using the judicial system to fight for **civil rights**. When the League of United Latin American Citizens (LULAC) was founded in Corpus Christi in 1929, it was the first nationwide Mexican American **civil rights** organization. It remains the oldest and largest continually active Latino political organization in the U.S.

In 1936, Texans held a World’s Fair to celebrate the 100th anniversary of Texas Independence. The Texas **Centennial** was an opportunity to showcase Texas to a world-wide audience and marked a shift in the Texas identity from a southern to a western state.

VOCABULARY

Abolish to do away with

Centennial a period of 100 years; a 100th anniversary

VOCABULARY CONT.

Civil War A war between regions within the same country

Civil Rights Rights protected by the U.S. Constitution; movement that ensures equal opportunity and treatment for members of minority groups

Emancipation The act of freeing from bondage or oppression

Jim Crow Laws Laws that enforced racial segregation in the U.S. South between 1877 and the 1950s. Jim Crow laws mandated a “separate but equal” status for African Americans

Reconstruction A process by which the states that had seceded were reorganized as part of the Union after the Civil War

Secede To withdraw or separate

Segregation The practice or policy of separating people of different races, classes, or ethnic groups in schools, housing, and public facilities

Sharecropping A farmer who pays over a portion of a crop or crops as rent

States’ Rights The rights and powers guaranteed to the states by the Constitution, and which gives states autonomy to pass, enforce, and interpret their own laws and to pursue their own public policy programs

Suffrage The right or privilege of voting; used in the phrase female suffrage to refer to the vote for women which had been denied in elections up until the passage of the Nineteenth Amendment in Texas in 1919.



Before the Museum

BUILD BACKGROUND

1. Write each of the following beliefs on a card. On the back of each card, write whether it is a statement that represents the beliefs of the southern — or Confederate — states, or a viewpoint representing the northern, or Union states.

Beliefs of people living in the South

- ★ We believe in “states’ rights.” We want our state to have the power to overturn laws passed by the Federal government.
- ★ We believe that it is our right to own slaves. We need slaves to work on our plantations, to help build a strong economy.
- ★ We do not want to pay taxes for goods we purchase from Europe.
- ★ We do not support President Lincoln.

Beliefs of people living in the North

- ★ We believe that “states’ rights” will make the country weaker.
- ★ We are against slavery and do not think that one person can own another.
- ★ We are taxing the people for the inexpensive goods they import from Europe so they will buy the same products from us instead.
- ★ We support President Lincoln.

2. Select eight student volunteers. Give each student a card, and ask them to stand in a line in the front of the class so that their southern and northern belief statements are mixed randomly.
3. Give the rest of the students in the class a card with “Agree” written on one side, and “Disagree” written on the other side. As the student volunteers take turns reading a belief statement from their cards, the rest of the students must identify whether their belief statements represent the northern viewpoint or the southern viewpoint. Then students will hold up their cards indicating whether they agree or disagree with the statement.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER EIGHT: CIVIL WAR TO CENTENNIAL

4. Discuss which belief statements students agree and disagree. Students explain reasons they think each belief presented is important. Challenge students to write a personal narrative explaining what they think life may have been like for Texans when the Texas government decided to fight in the Civil War.

PREDICT

1. Give each student a copy of the *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did Reconstruction efforts improve the lives of Texans and rebuild the state?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.

Engage at the Museum

1. Gather students at *The Civil War in Texas* exhibit, and organize them in small groups.
2. Ask students to share what comes to mind when they think of the Civil War. See how many different ideas students can share.
3. Instruct each group to explore the timeline and other exhibits looking for examples of Texans who fought in the Civil War or supported Texas during the war. Students should look for groups such as immigrants, African Americans, and women.
5. Explain that students will continue to examine the different people and groups who lived beyond the Civil War period to learn how their efforts and contributions helped shape the Texas identity.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their Student Journals: How did Reconstruction efforts improve the lives of Texans and rebuild the state?
2. Explain that students will identify and analyze the events that took place from the Civil War to the Texas Centennial.
3. Divide the class into groups of three to four students. Decide whether each group will complete assigned sections of the Student Journal or all sections. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

8.1: The Civil War in Texas - Identify the events you think are interesting and show how Texans contributed during the Civil War. Record an event for each year on the timeline and explain the reason for your selection.

8.2: And a Beginning - Write a brief letter describing the three proclamations announced on June 19, 1865, and explain how they affected Texans.

8.3: There is Work to be Done 1865-1875 - Select at least two areas (politics, economy, education, racial issues, and jobs), and explain how they changed during the Reconstruction period between 1865 and 1875.

8.4: New Beginnings 1876-1936 - Investigate how life changed in Texas after the adoption of the Constitution of 1876. Various groups emerged who fought for social change. Identify the purpose and achievements of each group.

8.5: The Texas Centennial - Study the exhibits on the Centennial. Describe the celebrations

4. After investigating and recording information in their Student Journals, ask groups to present their information and ideas to the class while standing near the Exhibits they used for their research.
5. Students record what they learn from the group presentations in their Student Journal.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER EIGHT: CIVIL WAR TO CENTENNIAL



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their Student Journal during the Museum visit.
 2. Refer back to the Thinking Ahead question found on the cover of the Student Journal. Compare the evidence students were looking for to what they actually observed at the Museum.
 3. Discuss students' responses to the question. The artifacts, images, and documents illustrate how the period of Reconstruction brought about lasting changes for the citizens of Texas. Freedom redefined the roles of African Americans who were entitled to obtain an education and work in a variety of jobs. The time during and following Reconstruction brought about the expansion to the west and new job opportunities on railroads and ranches.
- ★ Research a social issue such as women's suffrage or civil rights. Create a presentation outlining the history and contributions that individuals made to improving conditions or obtaining rights for the selected group. Also include whether the subject continues to be a social issue today.
 - ★ Select an individual who lived during the time between the Civil War and the Texas Centennial. Research their life and the contributions they made in Texas. Write a biography describing their life and achievements.

EXTEND STUDENT LEARNING

- ★ Research one of the battles of the Civil War and the role Texans played in the battle. Write a newspaper article recounting what happened. Include the following:
 - Name of battle and where it took place
 - The outcome of the battle including soldiers who were killed and wounded
 - Leaders of the battle
 - What the battle accomplished
- ★ Write a historical fiction story about living during one of the following time periods:
 - Civil War
 - Reconstruction between 1865 and 1875
 - Social change and civil rights movements between 1876 and 1936

ACTIVITY 8.3: THERE IS WORK TO BE DONE 1865-1875

Select at least one area from the exhibit: politics, economy, education, racial issues, or jobs. Explain how the area you chose changed during the Reconstruction period between 1865 and 1875.

Area (politics, education, economy, racial issues, jobs)	Change

ACTIVITY 8.4: NEW BEGINNINGS 1876-1936

Investigate how life changed in Texas after the adoption of the Constitution of 1876. Various groups formed who fought for social change. Identify the purpose and achievements of each group.

Group	Purpose/Achievements
Labor unions	
Women’s clubs	
Women’s suffrage groups	
Civil Rights groups	

ACTIVITY 8.5: THE TEXAS CENTENNIAL

How did Texans celebrate the Centennial? _____

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER EIGHT:
CIVIL WAR TO
CENTENNIAL

STUDENT NAME _____



Question:
How did Reconstruction efforts improve the lives of Texans and rebuild the state?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....
After exploring this chapter I learned _____

ACTIVITY 8.1: THE CIVIL WAR IN TEXAS

Read through the events and observe the artifacts displayed on “The Civil War in Texas” wall and in the Civil War exhibits. Identify the events that you think are interesting and show how Texans contributed during the Civil War. Record an event for each year on the timeline and why it is important.

1861

1862

1863

1864

1865

ACTIVITY 8.2: AND A BEGINNING

Imagine you are in Galveston on June 19, 1865, when General Gordon Granger arrives and reads a series of proclamations. Write a brief letter describing what the three proclamations are and how they will affect Texans.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The paper has a slightly aged or off-white appearance. The bottom right corner of the paper is folded over, creating a triangular flap. There are no markings, text, or drawings on the paper.

How many types of jobs can you list that freed African Americans found during Reconstruction?

★ CHAPTER NINE ★

RANCHING HERITAGE



Overview

Chapter 9: Ranching Heritage begins at the entrance of the Third Floor exhibits and continues to the Texas Theater. The exhibits in this chapter represent the economic opportunity provided by ranching and depict how the industry evolved from Spanish colonial times through the present. During their visit, students will explore the

obstacles cowboys faced as they traveled along cattle trails and consider the effects that using Longhorn cattle and barbed wire had on ranching. Finally, students will explore the cowboy identity and lifestyle, historically and as it has been portrayed in the movies and other media.

Student Objectives

- ★ Play a game to simulate the obstacles that cowboys encountered along cattle drives. Then write a poem or song about the cowboy lifestyle while traveling along the cattle trails.
- ★ Predict and learn the meaning of terms and phrases used by cowboys and ranchers.
- ★ Observe and record information and ideas from exhibits that represent the cattle drive era during the late 1800s, and determine the factors that brought cattle drives to an end.

Guiding Questions

- ★ What was life like along a cattle drive?
- ★ What clothing and equipment did a cowboy use to work on a ranch and along the cattle drive?
- ★ How did longhorns and barbed wire impact ranching?
- ★ How have the traditions and culture of the cowboy evolved over time?

TEKS

(Texas Essential Knowledge and Skills)

§113.15. Social Studies, Grade 4

History 4.4B, 4.4C

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.2D

Social Studies Skills 4.22A, 4.22C, 4.22D

§113.19. Social Studies, Grade 7

History 7.1A

History 7.6B

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.2E

Social Studies Skills 7.22A, 7.22D

§74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- *Class set of The Story of Texas Student Journal: Chapter 9: Ranching Heritage*
- *Driving the Goodnight-Loving Trail* - trail cards
- *Driving the Goodnight-Loving Trail* - game board

Set the Stage

Ranching was one of the first ways in which people in Texas took advantage of opportunities provided by the land. Spanish missionaries maintained herds of cattle in the late 17th century, making them the first ranchers in Texas. Over the next century, Spanish settlers established **ranchos** throughout southern Texas. Horsemen on ranchos, called **vaqueros**, earned a reputation for their skills with horses and the cattle they herded. They were the first Texas **cowboys**. When American stock raisers came to Texas, they were influenced by the established Spanish ranching customs. Texas ranching evolved as a unique blend of Spanish and American traditions and practices.

The **cowboy** is widely recognized as a Texas symbol and the image has been captured by stories and songs in a variety of media. Many aspects of the Texas **cowboy** legend have been romanticized and sanitized, especially by Hollywood, and both positive and negative stereotypes abound. Today many modern cowboys still practice the traditions passed down to them while society continues to experience the cowboy culture preserved in books, movies, songs, and poetry.

Despite the glamorous reputation that cowboys developed as heroes on the range, women played equally important roles as ranchers and owned some of the largest ranches in Texas. Rosa Maria Hinojosa de Balli, known as “La Patrona,” inherited a land grant of 55,000 acres from her husband in 1790. She collected large herds of livestock, and by 1803 owned over a million acres that extended over five counties in the lower Rio Grande Valley. The land, and its accompanying wealth, made De Balli the most influential woman in the area at that time. Margaret Borland also inherited her cattle business from her husband after he died in 1867. By 1873, she owned 100,000 cattle and was said to be the only woman who led her own cattle drive. In 1956, Mary Nan West assumed management of the 36,000-acre Rafter S Ranch in Zavala County at the age of nineteen. She also managed an additional ranch in Val Verde County. West has been recognized for her lifetime of service and inducted into both the National Cowgirl Museum and the Texas Women’s Hall of Fame.

In the mid-1800s, millions of **Longhorn** cattle, descended from stock brought over by Spanish explorers and colonists, roamed freely on open ranges in Texas. Following the Civil War,

returning veterans began organizing large-scale **cattle drives** to herd millions of cattle from Texas to markets in the northern states where beef was in demand. Many former slaves took to the cattle trails. At least one quarter of Texan **cowboys** were African American during this period. Many of the early cattle drives started in South Texas such as the Chisholm Trail which went from the Rio Grande near Brownsville through Central Texas and Ft. Worth, and ended in Dodge City, Kansas. Charles Goodnight and his partner Oliver Loving traveled westward to the New Mexico and Colorado markets, establishing the Goodnight-Loving Trail. A typical drive took about four months and required courage, endurance, skill, and patience. The cattle drive team usually included a trail boss, trail hands, wranglers, and a cook. Though iconic, the large-scale **cattle drive** era only lasted about 12 years, from 1866 to the mid-1870s.

Several factors led to the end of the period of the open range in Texas ranching. The arrival of the railroads in Texas made moving cattle long distances easier and made the long overland trek to northern markets unnecessary. Additionally, the invention of **barbed wire** controlled access to water and grazing grass. Invented by Joseph F. Glidden in 1874, barbed wire was inexpensive and easy to install. For a time, **cowboys** used fence cutters to reach necessary resources and drive cattle across fenced-in properties, but laws passed by the Texas legislature in 1884 made fence cutting illegal and signaled the end of the open range.

Longhorns, once the mainstay of Texas ranching since they could eat rough vegetation and endure the heat, also fell out of favor with ranchers because they carried the deadly cattle disease called “Texas Fever.” They passed the illness to other breeds of cattle through contact on the range and while traveling to market. Because of this, **Longhorn** cattle were banned from other states and almost bred out of existence.

By the close of the 20th century, ranching in Texas combined centuries old traditions with new technologies, cattle breeds, and markets. While a few large-scale ranches remain, most have been cut down into smaller, more efficient operations in order to survive in a changing economy. Ranching still plays a major economic and cultural role in rural Texas today.

Vocabulary

Barbed Wire	a wire used in fencing that is made with points, or barbs, placed at intervals to prevent livestock from crossing the fence
Bronco	a wild horse (In Spanish: <i>el bronco</i> ; bron'-co)
Cattle drive	the movement of a herd of cattle from ranching and grazing lands to markets in other cities
Corral	an enclosure or pen for horses, cattle, or other livestock. (In Spanish: <i>el corral</i> , ko'ral)
Chaps	heavy leather pants without a seat, worn over ordinary pants by ranch hands to protect their legs (In Spanish: <i>las chaparreras</i> ; chah-par-ray'-ras)
Cowboy	a hired man who tends cattle and performs many of his duties on horseback (In Spanish: <i>el vaquero</i> ; vah-kay'-ro)
Dude	a fancy-dressed city dweller who traveled west on vacation
Lariat Lasso	a long, light rope with a running noose, used to catch cattle, horses, or other livestock (In Spanish: <i>la reata</i> , ri'a:te)
Longhorn	a hybrid breed of cattle that descended from Spanish and English stock; the main breed used in Texas ranching
Ranch	a large farm on which large herds of cattle, sheep, or horses are raised (In Spanish: <i>el rancho</i> ; rahn'-cho)
Spurs	a short spike or spiked wheel that attaches to the heel of a rider's boot and is used to urge a horse forward (In Spanish: <i>la espuela</i> ; es-poo-ay'-lah)
Stampede	a sudden rush or flight of a herd of frightened animals (In Spanish: <i>el estampaída</i> ; es-tam-pee'-dah)
Stock	livestock; animals such as cattle, horses, and sheep raised on a farm or ranch
Ten-gallon Hat	a broad-brimmed hat with a high crown worn by a cowboy (Comes from the Spanish phrase: <i>Tan galán</i> , meaning "Very gallant," Than gah-lan)



Before the Museum

BUILD BACKGROUND

1. Read the following scenario to students:

The Civil War is over, and there is an abundance of cattle in Texas. As a rancher you are going to drive a herd of cattle from South Texas to Colorado where beef is in demand. The journey will go slow and the cattle will only travel ten to fifteen miles a day, depending on the obstacles you encounter. Play the Drive the Goodnight-Loving Trail game to determine what life will be like traveling along the Goodnight-Loving Trail.

2. Organize students into groups of two. Give each group a game board, a set of game cards, and two game pieces to move along the board. Game pieces can be made from simple materials such as paper clips. Students will take turns drawing cards and moving the number of spaces indicated on the cards. The first student to reach the finish at Denver, Colorado, wins the game.
3. After playing the game, discuss how the students felt about the obstacles that delayed them. Discuss similar challenges that cowboys faced during their cattle drives and the amount of time it took to travel long distances. To learn more about cattle drives, students may visit online resources such as the website "Texas Ranch House" at PBS.org.
4. This game can be played outside with students serving as game pieces. Mark off 12 spaces in a flat open area. Organize students into groups of four. Two students will read the cards aloud while their partners move up and down the path. Set up enough game areas for a whole class to play at the same time.
5. Students then write a poem or song that describes the journey along the trail. Poems and songs should retell the cowboy's story and include experiences such as obstacles, weather, food, entertainment, and how to herd cattle down the trail.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: What caused the end of the cattle drive era?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the entrance of the Ranching Heritage exhibit. Ask students what they think of when they hear the word “cowboy”. As students share their understandings they must identify the following about their knowledge of cowboys:
 - ★ I know _____ .
 - ★ I know this because _____ .
2. Look back at students’ understanding of cowboys and how much of their information about cowboys comes from books, television, school, and other activities.
 - ★ Discuss which resources students think provide accurate information about cowboys of the past and present.
 - ★ Invite students to observe some of the exhibits looking for evidence to support their ideas.
3. Ask if students have ever heard the word “buckaroo.” Explain that the first cowboys were actually Spanish herdsman known as vaqueros — a word that many Americans had trouble pronouncing, so they changed it to “buckaroo.” When American stock raisers came to Texas, they were influenced by the Spanish ranching customs that were already present and adopted many of the practices and words we still use today. Challenge students to look for other words that we use today that have a Spanish origin such as corral and bronco.
4. Ask students what they now want to know about cowboys. Explain that students will explore the exhibits about Texas ranching and should consider the following:
 - ★ Are students’ original ideas about cowboys accurate?
 - ★ What do students learn from the exhibits that they did not know before?
 - ★ What are students surprised to learn about cowboys and ranching?



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: What caused the end of the cattle drive era?
2. Explain that students will identify and analyze the events that took place during the ranching and cowboy era.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

9.1 Creating Opportunity

Locate and record the advantages and disadvantages of using Longhorn cattle and barbed wire in Texas ranching. Locate and label at least one Texas Cattle Trail. Explain the challenges a cowboy might face during a four month ride along the cattle trail.

9.2 The Texas Cowboy

Identify the clothing and equipment a Texas cowboy might have used on a cattle drive. Draw, label and identify the function of each item on the cowboy picture below.

9.3 Spanish Influence

Identify examples showing how Spanish traditions have influenced the words, livestock, and clothing found throughout Texas ranching history.

9.4 Cowboy Traditions

Locate artifacts that show how the cowboy culture has been shared in books, movies, songs and posters.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
 2. Refer back to the Thinking Ahead question found on the cover of the student journals. Compare the evidence students were looking for to what they actually observed at the Museum.
 3. Discuss students' responses to the question. Ranchers fenced their land using barbed wire to help establish boundaries between properties. The fences created obstacles for cattle drives and eventually closed the open range. Ranchers turned to railroads as an alternative for transporting cattle. Students explain whether they think erecting barbed wire fences benefited or hurt Texas.
- ★ Research cowboy recipes. Create a collection of recipes and then prepare a dish to share with the class.
 - ★ Create a game using the English and Spanish forms of the vocabulary words.
 - ★ Watch a movie that depicts cowboy life. Report on the movie and include the following:
 - year the movie was made
 - actors and characters in the movie
 - description of how cowboy life is represented
 - summary of the movie
 - review of the movie's authenticity

EXTEND STUDENT LEARNING

- ★ Research cowboy songs and poems. Create a collection and explain the theme of each.
- ★ Build a model of a chuck wagon. Include all of the supplies a chuck wagon would carry. Use online resources such as "Texas Ranch House" and "Chuck Wagons and the Trail Drives" at PBS.org to conduct research.
- ★ Research cowboy expressions. Create a dictionary that includes the expressions and their meanings. Use online resources such as "Texas Ranch House" at PBS.org to conduct research.

ACTIVITY 9.3: SPANISH INFLUENCE

Spanish ranching customs have influenced many of the ranching practices and words we still use today. Identify examples showing how Spanish traditions have influenced the words, livestock, and clothing found throughout Texas ranching history.

Ranching practices Used in Texas	Spanish influence

ACTIVITY 9.4: COWBOY TRADITIONS

Cowboys have developed a reputation for living exciting and adventurous lives. Locate artifacts that show how the cowboy culture has been shared in books, movies, songs and posters.

Picture of Artifact

Explain why you chose this artifact.

What does it show about cowboy life?

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER NINE: RANCHING HERITAGE

STUDENT NAME _____



Question:

What caused the end of the cattle drive era?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....

After exploring this chapter I learned _____

ACTIVITY 9.1: CREATING OPPORTUNITY

Ranching was one of the earliest ways in which Texans created opportunity on the land. Locate and record the advantages and disadvantages of using Longhorn cattle and barbed wire in Texas ranching.

	Advantage	Disadvantage
Longhorn cattle		
Barbed wire		

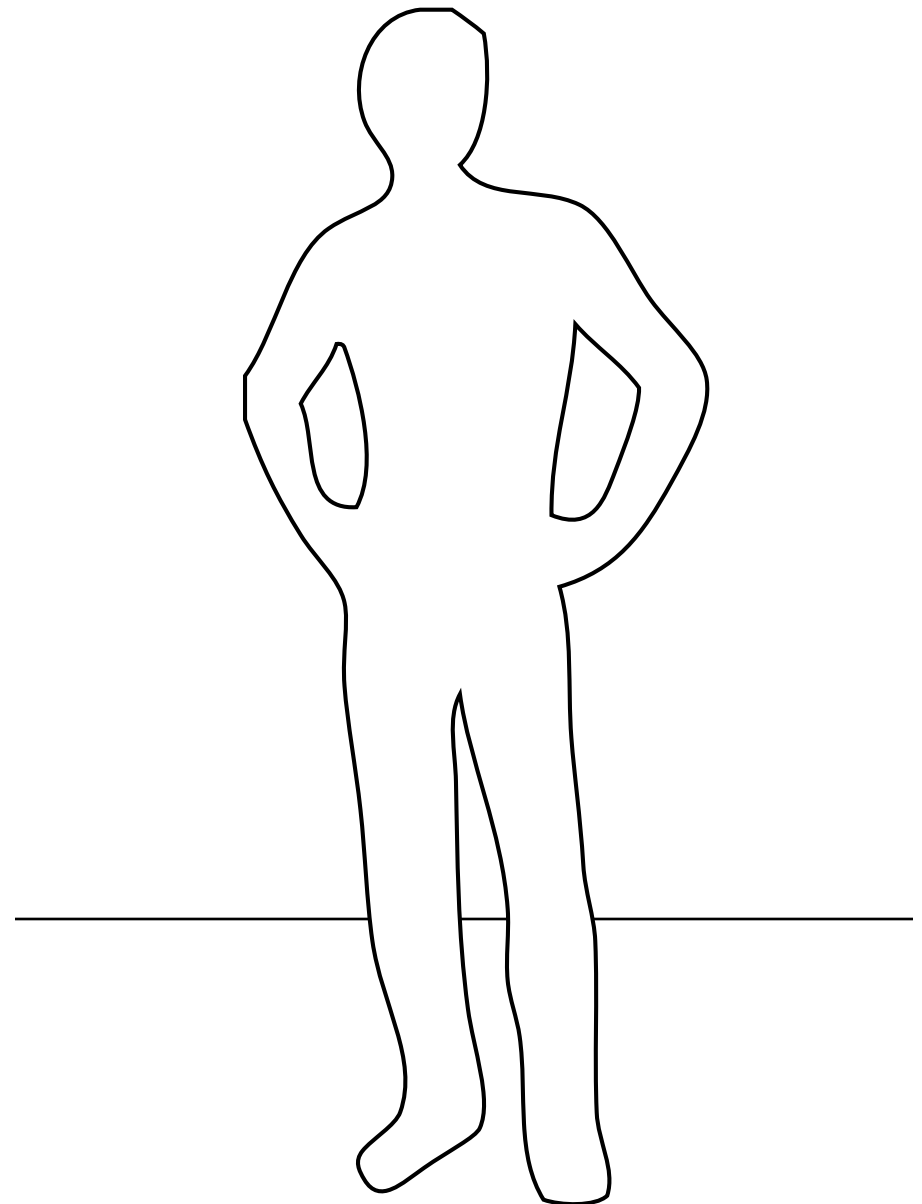
Between 1866 and 1890, cattle were driven across Texas to sell at markets in other states. Locate and label at least one Texas Cattle Trail.



What challenges might a cowboy face during a four month ride along the cattle trail?

ACTIVITY 9.2: THE TEXAS COWBOY

Life on ranches and cattle drives was hard. It required long hours working and driving cattle hundreds of miles. Identify the clothing and equipment in the exhibit that a Texas cowboy might have used. Draw, label and identify the function of each item on the cowboy picture below. Use evidence from any time period in Texas ranching history. For extra credit, label the drawing in both Spanish and English.



Goodnight-Loving Trail

Trail Cards

A lightning storm has caused a cattle stampede. Move back one space.	Run for cover! A tornado is coming your way. Move one space.	A calf has wandered off and you must go and bring it back to the herd. Lose a turn.
Some of the cowboys have taken sick and the drive must stop until everyone is able to ride. Lose a turn.	The river you need to cross has flooded, and the herd must go around it. Move back one space.	The trail boss has ordered a detour in order to avoid a group of Comanches. Move back one space.
Bad weather has slowed down the cattle drive. Lose a turn.	Cattle rustlers tried to steal cattle overnight. Some of the cowboys rode after them. Lose a turn.	Herding cattle through a canyon has slowed down the drive. Lose a turn.
Temperatures are hot, and water is scarce. Take a detour to find a water source for the cattle. Move back one space.	The cattle drive has stopped near Pueblo, Colorado, to get supplies. Lose a turn.	The herd has slowed down to graze. Lose a turn.
The chuck wagon has broken down. The drive has halted until repairs are made. Lose a turn.	The cattle are moving quickly to the cowboy songs. Move ahead one space	The cowboys are working well together to herd the cattle. Move ahead one space.
You camped all night along a river so the cattle could drink. Move ahead one space.	The drive is moving quickly to avoid a storm. Move ahead two spaces.	The cattle trail forms a straight path. Move ahead one space.
The drive is moving ahead of schedule. Move ahead two spaces.	The cowboys are full and healthy from eating the cook's great food. Move ahead one space.	The cattle drive has taken a short cut. Move ahead two spaces.
The cattle are staying together. Move ahead one space.	The temperatures are cool, and the cattle are moving smoothly. Move ahead one space.	The cattle are well rested. Move ahead one space.
The weather is on your side. Move ahead two spaces.	The cattle drive is able to move quickly over flat plains. Move ahead two spaces.	The cattle drive is moving on schedule. Move ahead one space.

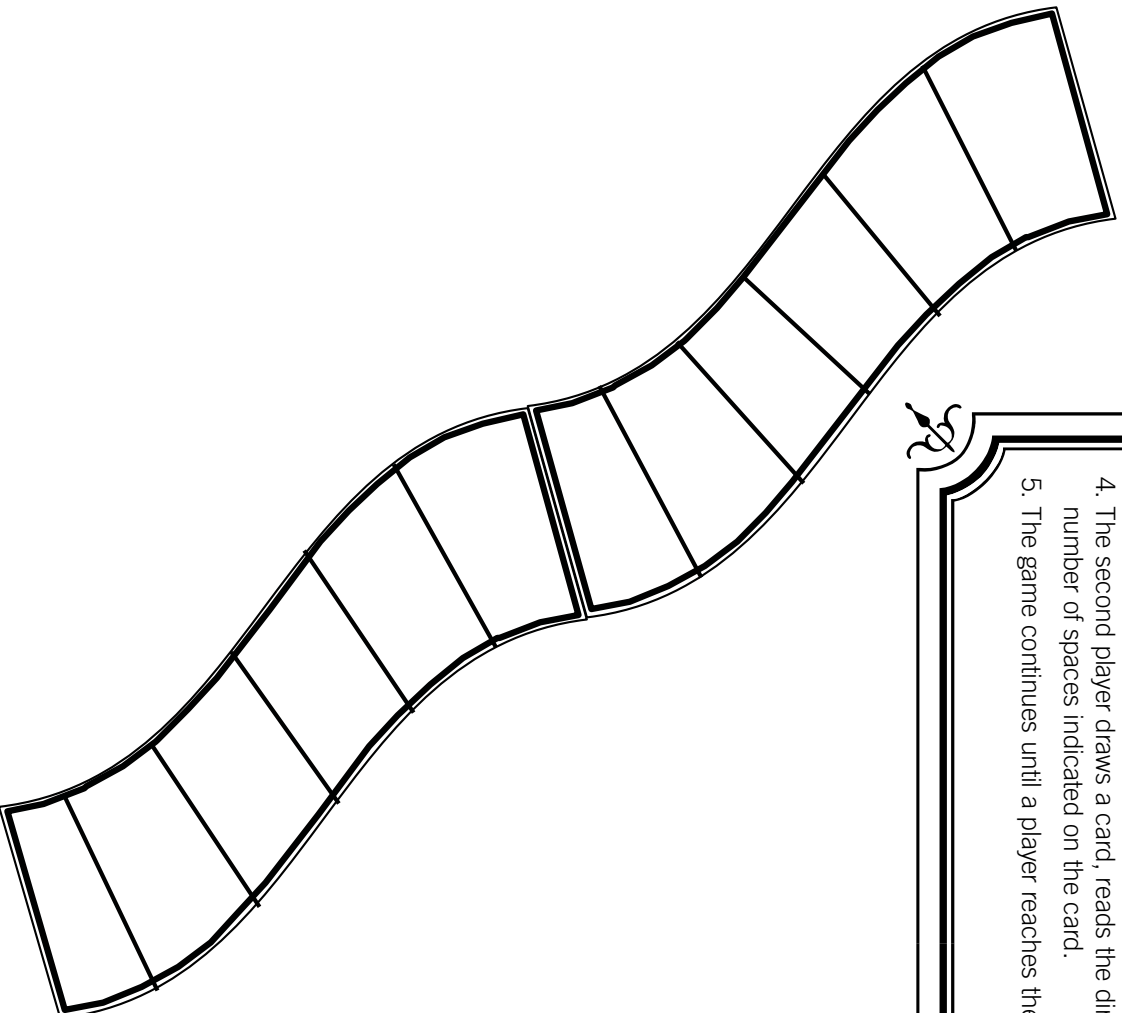
Driving the Goodnight-Loving Trail

Denver, Colorado

Finish

Directions:

1. Place game pieces on the **Start** space at Fort Concho, Texas.
2. The youngest player goes first.
3. The first player picks a card off the top of the card pile and reads the directions aloud. The player moves the number of spaces indicated on the card.
4. The second player draws a card, reads the directions aloud, and then moves the number of spaces indicated on the card.
5. The game continues until a player reaches the **Finish** space at Denver, Colorado.



Fort Concho, Texas
Start

Tips:

- A player does not have to draw a card containing the exact number of spaces left on the board to land on the **Finish** space in Denver, Colorado.
- If a player draws a card that directs a player to move back one or two spaces and the game piece is located on the **Start** space, the game piece must remain on the space until the next turn.
- If players run out of cards before reaching the **Finish**, shuffle the cards, place them face down on the Cattle Drive Cards space, and continue play.

Cattle Drive Cards

★ CHAPTER TEN ★

RESOURCES AND CLIMATES



Overview

Chapter 10: Resources and Climates represents the opportunities created as a result of the diverse resources found in Texas. The exhibits in this chapter illustrate the resources produced in different regions of Texas during the 1900s and the skills and tools Texans developed as a result of the challenges they faced. During their visit, students will identify the resources

found throughout Texas, evaluate the availability of water and methods used to obtain it in arid regions of Texas, and investigate the tools Texans used to harvest and produce resources. Finally, students will investigate how human activities impacted the land in the Texas Panhandle and led to the Dust Bowl.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER TEN: **RESOURCES AND CLIMATES**

Student Objectives

- ★ Research an agricultural resource produced in Texas and create a commercial to promote the product along with its uses and benefits.
- ★ Identify and record the factors that led to the Dust Bowl.
- ★ Observe and record information and ideas from exhibits to determine how climate affected the resources grown and obtained in the regions of Texas during the 1900s.

Guiding Questions

- ★ What agricultural products grow in Texas?
- ★ What challenges did Texans face in growing and obtaining resources in the early 20th century?
- ★ What kinds of tools did Texans use to produce their resources?
- ★ What factors contributed to the Dust Bowl?

TEKS

(Texas Essential Knowledge and Skills)

- § 113.15. Social Studies, Grade 4
 - History 4.5A
 - Geography 4.7A, 4.7B
 - Geography 4.9A, 4.9B, 4.9C
 - Economics 4.12A, 4.12B
 - Economics 4.13B
 - Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
 - Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
 - History 7.1A
 - History 7.6D
 - Geography 7.10A, 7.10B
 - Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
 - Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
 - Learning Strategies 1C, 1E
 - Listening 2I
 - Speaking 3D, 3E, 3G, 3J
 - Reading 4G, 4I, 4J, 4K
 - Writing 5B

Materials

- *The Story of Texas Student Journal: Chapter 10: Resources and Climates*
- Examples of products grown or raised in Texas such as wool (wool clothing), grapefruit, cotton (cotton clothing), rice, cabbage, pecans, and beef

Set the Stage

Seven **regions** in Texas produce **resources** that have shaped the Texas landscape and economy. The Texas landscape includes dry, rugged deserts in the west; flat, treeless plains in the north; thick, piney forests in the east; and marshes and prairies along the Gulf Coast. Texas is also a land of rivers, lakes, and aquifers that are critical in supporting the **agricultural resources** throughout the state. Distributing water to dry regions is a demand that Texans continue to face. The various **climates** and topography found in Texas contribute to the diverse **resources** available throughout the **region** and also create challenges for Texans in producing those **resources**.

Rice is produced along the Texas Gulf Coast. Commercial rice farming began in Louisiana before the Civil War. By the late 1800s production spread into southeast Texas where marshy prairies were ideal for growing rice. The completion of the southern transcontinental railroad, cheap land on the coastal prairies, and the introduction of modern rice mills spurred commercial rice production in Texas. Immigrants from grain-producing areas of the Midwest and as far away as Japan brought new methods, technology, laborers, and new varieties of rice. These developments helped make Texas a leading rice producer.

Cotton is an important crop found along the Prairies and in the Cross Timbers. Most people in the late 1900s who lived in the region lived on farms and depended on cotton for their livelihood. The success of their crops was based on weather and ground conditions which made cotton farming unpredictable. Farmers battled the challenges of weather, soil, and insects to maintain healthy crops. Today, Texas leads the United States in cotton production.

Timber is harvested in East Texas. Lumber attracted people who saw opportunities to construct short railways that branched from main railways, lumber companies, and saw mills. The **timber** industry **boomed** between the 1880s and the 1930s and fostered “cut-out and get-out” practices without regard for the consequences. By the 1930s, most East Texas virgin pine forests were gone. Towns that emerged during the boom quickly disappeared. The Texas Forestry Association called for managed cutting and reforestation. Gradually forests were regenerated. By the end of the 20th century, Texas **timber** was among the top ten industries in Texas.

The **citrus** industry was established along the Rio Grande Plain. The arid environment was ideal for growing grapefruit.

Farmers maintained **irrigation** systems and planted, picked, and packed fruit for shipment. **Citrus** continues to be an important industry in Texas.

Quicksilver, also known as mercury, was mined in the Trans-Pecos region. It is a silver-white liquid metal that was a valuable ingredient in thermometers, vapor lamps, and insecticides. Using laborers from Mexico, Texas became the number two producer of **quicksilver** in the nation by 1940. By the early 1970s, the demand for mercury declined, and the mines ceased production.

The wool and **mohair** industry was established in the Edwards Plateau.

Sheep and goats called Angoras adapted better than most other stock to the rocky, hilly ranges. Angora fleeces brought good money when sold for **mohair**, and the animals became mainstays for many plateau ranches. Today, there are more sheep and Angora goats raised here than in any other part of the country.

Wheat is farmed on the Panhandle Plains. Farmers cultivated millions of acres in the 1930s, sometimes running tractors twenty-four hours a day. This became known as the “great plow-up.” In the early 1930s a severe drought struck the plains, resulting in massive dust storms throughout the region. The Panhandle Plains became part of a five-state area known as the **Dust Bowl**. The **Dust Bowl** changed the way farmers used and cared for the land. As a result of destructive farming practices and drought, farmers adopted mechanization, soil conservation, crop dusting, and irrigation to manage the land.

In the early 1800s, settlers in Texas were limited to living in areas where they could rely on a constant source of water.

Windmills were introduced in the mid-1800s and attracted settlers to dry areas where water was once a scarce resource. Railroads used **windmills** as a source of water for steam engines and as a means of attracting settlers to areas where they planned to lay new track. Texans also used pumps to force water from the ground and into ditches and tanks until needed for crops and livestock. Texans worked to improve technologies that would provide constant water supplies throughout the diverse regions of the state.

Vocabulary

Agriculture	The business of producing crops and raising livestock
Aquifer	An underground layer of porous rock or soil that contains and stores water that can be used to supply wells
Boom	To grow or progress rapidly
Citrus	A small tree or spiny shrub that produces fruits such as lemons, oranges, or grapefruits
Climate	The overall weather conditions, such as temperature and precipitation, found in a particular region
Dust Bowl	A region in the South Central U.S., including the Texas Panhandle, that suffered from dust storms and drought in the 1930s
Irrigate	To supply a dry area with water by using ditches, pipes, or canals
Mohair	The long silky hair of the Angora goat
Quicksilver	Another name for mercury; a silver-white liquid metal used in thermometers, vapor lamps, and insecticides
Region	A specified area of land characterized by climate and geography
Resource	A natural or manmade product that can be harvested or collected and then sold
Timber	Trees used as a source of wood
Windmill	A machine that uses wind to pump water from aquifers in the ground

**Before the Museum**

BUILD BACKGROUND

1. Lay out a variety of products grown in Texas such as wool, grapefruit, cotton, rice, cabbage, pecans, and beef.
2. Ask students to explain what they think the products have in common. Record their ideas on the board or chart paper. Explain how all of the products are resources that are grown or raised in Texas.
3. Organize students into groups of three. Assign a product currently grown or raised in Texas such as corn, hay, rice, cabbage, pecans, beef/cattle, wool/sheep, cotton, wheat, and grapefruit.
4. Students conduct research and create a commercial to promote their product. Students may use online resources such as “Pick Texas: Kids Corner” at www.picktexas.com. Commercials should include:
 - ★ the region of Texas where the product is grown or raised
 - ★ why the product is grown or raised in that region
 - ★ how the product is used
 - ★ the benefits of using the product
 - ★ a slogan or jingle to encourage people to purchase the product
5. Students present their commercials to the class. Videotape the commercials to share with other students on campus and at other schools.
6. Students write a reflection describing the products they learned about and how the climate and geography of each Texas region supports their growth and development

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did climate impact the resources found in each region?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the large Texas sign near the entrance of this chapter.
2. Divide students into five groups and ask each group to stand by one of the letters in the word TEXAS.
3. Ask each group to study the image on their letter and conclude how the land provides opportunities for Texans. Each group will share what they discussed about the image on their letter with the class.
4. As a class, identify the resources found in Texas such as wheat, wool from sheep, and timber. Instruct students to look for these and other examples of resources found in each region of Texas.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: How does climate impact the resources found in each region?
2. Explain that students will identify and analyze the events that took place during the 1900s when Texans were discovering the opportunities that the land provided.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

10.1 Resources in Texas

Identify the resource that is grown or obtained in each region. Then explain the challenge that Texans faced in producing each resource.

10.2 The Dust Bowl

Explain why the Texas Panhandle was known as part of the Dust Bowl. List the factors that contributed to the creation of the Dust Bowl.

10.3 Water in Texas

Make a sketch showing how people living in West Texas and other dry regions pumped, or captured, water supplies to use in large areas. Explain your sketch.

10.4 What do You Think?

Identify the resource that you think is most important. Draw an example of a tool that was used to produce the resource. Explain what the tool was used for. Identify the region where the resource was produced and why it was produced there. Explain something interesting you learned.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research. Ask students who chose the same resource for the What do You Think section, to present together.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the student journals. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. Crops require certain conditions in order to grow. Discuss how farmers over-cultivated the land in the Texas Panhandle. When the drought set in, there was nothing to prevent the soil from blowing away in the windstorms which formed the Dust Bowl.

EXTEND STUDENT LEARNING

- ★ Research the Dust Bowl. Write a diary from the point of view of someone who lived in the Texas Panhandle during the Dust Bowl. Visit online resources such as “Surviving the Dust Bowl” at PBS.org for information. Include the following:
 - Factors that caused the Dust Bowl
 - Daily life during the Dust Bowl
 - Description of the environment
 - Terms such as “Black Blizzard” and “Last Man’s Club”
- ★ Research alternative energy sources currently being produced in Texas such as wind and solar power. Create a presentation that includes the following:
 - Locations where the energy source is produced
 - How the energy source is produced
 - Advantages and disadvantages of using the energy source

ACTIVITY 10.2: THE DUST BOWL

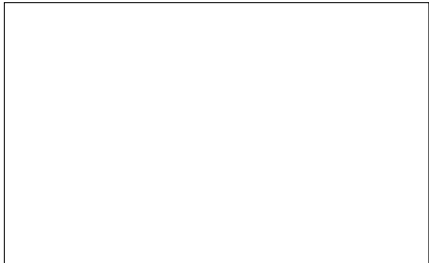
During the 1930s the Texas Panhandle became part of a region known as the Dust Bowl.

What was the Dust Bowl? _____

List some factors that contributed to the creation of the Dust Bowl.

ACTIVITY 10.3: WATER IN TEXAS

Water has always determined where and how people live in Texas. Make a sketch showing how people living in west Texas and other dry regions pumped, or captured, water supplies to use in large areas. Explain your sketch.



My sketch shows _____

ACTIVITY 10.4 WHAT DO YOU THINK?

What resource do you think was the most important to the Texas economy? Why?

Draw a tool that was used to produce this resource. Explain how the tool was used.



★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER TEN: RESOURCES AND CLIMATES

STUDENT NAME _____



Question:

How does climate impact the resources found in each region?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



.....

After exploring this chapter I learned _____

ACTIVITY 10.1 RESOURCES IN TEXAS

Identify the resource that is grown or obtained in each region. Then explain the challenge(s) that Texans faced in producing each one.

Resource: _____

Challenges: _____

Resource: _____

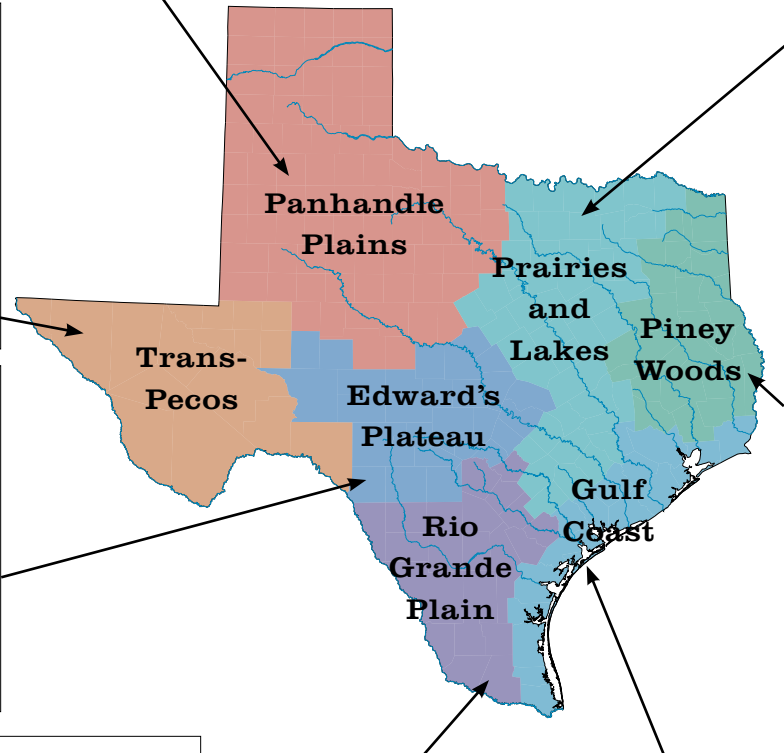
Challenges: _____

Resource: _____

Challenges: _____

Resource: _____

Challenges: _____



Resource: _____

Challenges: _____

Resource: _____

Challenges: _____

Resource: _____

Challenges: _____

★ CHAPTER ELEVEN ★

OIL CHANGED TEXAS



Overview

Chapter 11: Oil Changed Texas includes the exhibits that represent the Texas oil boom during the 1900s. During their visit, students will explore the beginning of the modern oil industry that started with Spindletop in 1901 and discover how oil was located, extracted, and used.

Finally, students will investigate how the oil industry and its supporting infrastructure helped transform Texas from a rural to an urban state and how oil wealth gave Texas national political power.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER ELEVEN: OIL CHANGED TEXAS

Student Objectives

- ★ Use oil-related terms to write a newspaper article about Spindletop in 1901.
- ★ Conclude what life may have been like as a laborer in the oil fields, based on their own interpretations of photographs taken during the Texas oil boom.
- ★ Observe and record information and ideas from exhibits that represent the oil industry in the 1900s, and conclude how oil changed life in Texas.

Guiding Questions

- ★ How was Spindletop important to the oil boom in the 1900s?
- ★ What might it have been like to work in the oil fields in the 1900s?
- ★ How was oil located, obtained, and used in the early days of the oil industry?
- ★ What changes did the discovery and production of oil bring about in Texas?

TEKS

(TEXAS ESSENTIAL KNOWLEDGE AND SKILLS)

- § 113.15. Social Studies, Grade 4
 - History 4.5A, 4.5B
 - Economics 4.13B
 - Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D
 - Social Studies Skills 4.22A, 4.22C, 4.22D
- § 113.19. Social Studies, Grade 7
 - History 7.1A, 7.1C
 - History 7.7A
 - Economics 7.12B, 7.12C
 - Economics 7.13A, 7.13C
 - Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E
 - Social Studies Skills 7.22A, 7.22D
- § 74.4 English Language Proficiency Standards
 - Learning Strategies 1C, 1E
 - Listening 2I
 - Speaking 3D, 3E, 3G, 3J
 - Reading 4G, 4I, 4J, 4K
 - Writing 5B

Materials

- *The Story of Texas Student Journal: Chapter 11: Oil Changed Texas*
- *Texas Oil Terms* – student page
- *Texas Oil Terms* – card match

Set the Stage

In 1901, Texans struck oil at Spindletop. Over the next forty years Texas became the center of oil exploration and production in the nation. The discovery of oil elevated Texas to national and world importance, changing the economic, social, and political climate of the state.

Geophysicists such as Clarence “Doc” Karcher and Everette DeGolyer pursued scientific methods in their search for oil. Like **wildcatters**, they knew that surface features held clues to underground petroleum reserves. They also knew that a more precise mapping system of subsurface rock layers could improve drilling crew accuracy. Karcher conducted experiments to improve scientific instruments such as geophones, seismic recorders and amplifiers. His experiments resulted in the creation of a reflection seismograph that is used to find most of the world’s oil reserves today. The scientific discoveries made in the early 1900s were critical to the development of new technologies used in locating oil.

Texans found innovative solutions to overcome the challenges of drilling in Texas. Early **wildcatters** discovered the failure of the standard cable tool drills to penetrate into the varied ground conditions in Texas. As a result, they invented the “Texas Poor Boys” drill that could penetrate through conditions ranging from soft to hard rock. Howard R. Hughes developed his own drill bit that pulverized hard rock, drilling into the ground ten times faster than other drills. He then founded the Hughes Tool Company and sold his invention around the world. When the well at Spindletop erupted, it gushed for nine days because no one knew how to stop it. Drillers adapted a cap first used on earlier Texas wells that could control the flow of oil into and out of a well. The assembly was called a “Christmas Tree” because of the valves, spools, and fittings that covered it. Christmas Trees became standard equipment on oil wells. Along with advancements in drilling equipment, developments in firefighting techniques and tools became essential in safely operating oil fields around the world.

Locating, extracting, and refining oil came at a cost. **Wildcatters** began to sell shares in companies and attracted investors from inside and outside Texas. Even influential Texans, such as governors James Hogg and Ross S. Sterling, successfully participated in the oil-**speculation** business. The abundant investment opportunities prompted the birth of legendary “**tycoons**.”

The emerging oil industry led to the development of communities, businesses, and job opportunities for everyday Texans. Communities appeared on farm lands where oilfields were discovered, and many businesses were created to support the industry. The need to transport, refine, ship, and market oil drew workers from Texas farms and ranches to jobs in factories and offices, transforming Texas from a largely rural to an urban state. People rushed in seeking jobs, money, and opportunities to profit from the boom. Cities called “**boomtowns**” appeared overnight, especially in the Texas Panhandle and West Texas. If the oil – and the prosperity it generated – dried up, then the cities disappeared.

Houston was a **boomtown** and grew to include hotels, offices, oil refineries, and the Houston Ship Channel. By 1929, forty oil companies had located offices in the city, including the Texas Company, Humble Oil and Refining Company, and Gulf Oil Corporation. The completion of the Houston Ship Channel in 1914 secured Houston’s prominence in the oil industry.

As Texas strengthened economically, Texas leaders began to form partnerships with the federal government and brought in funds and business to help modernize the state. Prior to World War II, Texans promoted open land, mild climate, major seaports, and capacity for oil production and convinced national leaders that Texas was the place to locate military bases and defense-related industries. By the end of the war, Texas had laid the groundwork as an emerging international force in economics, politics, and technology.

Vocabulary

Boll weevil	An inexperienced worker on a drilling rig
Boomtown	A town that has grown very rapidly as a result of sudden economic development such as the establishment of oil fields
Drilling rig	A machine that creates holes in the ground
Gusher	An oil well with a strong flow of oil
Industrialization	the change of an agricultural society to an industrial society
Natural Resources	materials in the environment that are useful to people
Nonrenewable Resources	natural resources that nature cannot replace within a lifetime
Prospector	One who explores an area for mineral deposits or oil
Renewable Resources	Natural resources that nature produces over and over
Roughneck	A skilled worker on a drilling rig
Roustabout	An unskilled worker hired to do jobs in an oil field, such as ditch digging and pipe laying
Speculator	Someone who invests in land with the anticipation of making a profit from oil
Tycoon	A wealthy or powerful business person
Urbanization	The increase of populations in towns resulting in the creation of urban cities; migration of rural dwellers into cities
Wildcatter	A risk taker who uses his own money to search for oil

**Before the Museum**

BUILD BACKGROUND

1. Give students the Texas Oil Terms student page containing the following words.
 - Gusher
 - Wildcatter
 - Boll weevil
 - Roughneck
 - Roustabout
 - Boomtown
 - Tycoon
 - Prospector
2. Students work in groups to write what they think each term means. Allow time for each group to share their ideas with the class.
3. Then give each group a set of Texas Oil Terms Card Match. Students match the terms to their meanings. Check the words as a class. Students write the actual word meanings on their Texas Oil Terms student page.
4. Students write a newspaper article about the Spindletop gusher in 1901. Students include the terms along with who, what, where, when, and how to help tell the story. Students may visit online resources such as The Handbook of Texas Online: Spindletop Oilfield at www.tshaonline.org/handbook/ to conduct research.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did the oil industry change life in Texas?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students around the entrance of this chapter. Ask students to observe the image on the wall and describe what they see.
 - ★ How are the people dressed?
 - ★ What types of expressions do you see on their faces?
 - ★ What do you see in the background of the picture?
 - ★ Who do you think the people are?
 - ★ Where do you think they are?
 - ★ What do you think the men are doing at this location?
 - ★ Why might their picture be included in this exhibit?
2. After discussing students' answers to the questions, ask each student to infer what the men in the picture might be thinking. As students share their ideas, ask them to give reasons for their responses.
3. Remind students to examine the images they will see in this exhibit to help them understand how Texans overcame the challenges that stood in the way of progress in the oil industry.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: How did the oil industry change life in Texas?
2. Explain that students will identify and analyze the events that took place during the 1900s when Texas emerged as a center of oil exploration and production.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

11.1 Oil in Texas

Identify an artifact that is a tool or piece of equipment used in locating, obtaining, or using oil. Explain how a boomtown formed, and how it could disappear.

11.2 Oil Changes Texas

Explain what you think was the biggest change that oil made in Texas. Explain why. Draw a picture or graphic organizer of the change.

11.3 A Picture Speaks a Thousand Words

Locate your favorite picture from this chapter. Study the picture closely. Explain what you think the person, or people, in the picture might be thinking and why. Explain why this is your favorite picture.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the student journals. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. The oil industry brought opportunities to Texans. Texas became the center of oil exploration and production in the nation. Many rural areas grew into cities. New types of jobs were created, and people had more time to enjoy leisure activities such as baseball. Houston and Dallas emerged as cities that provided high quality shopping to accommodate new wealth.

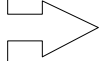
EXTEND STUDENT LEARNING

- ★ Create a museum exhibit that teaches about the oil industry in the 21st century. Research and explain the technology and techniques that people use to locate and extract oil from the ground today. Research and show where the world's oil supplies are located today and how much oil Texas currently produces.
- ★ Research oil formation. Create a digital or 3-dimensional model that shows the stages of development. Include information that explains the process.
- ★ Research renewable and nonrenewable resources in Texas. Create a multi-media presentation showing:
 - how renewable and nonrenewable resources are important to the Texas economy
 - how renewable and nonrenewable resources are obtained and used
 - consequences that result from obtaining and using natural resources
 - alternative resources that can replace nonrenewable resources
- ★ Research the products made from oil. Create a poster to show how much people depend on oil products in their daily lives. Include:
 - Products made from oil
 - How the products are produced
 - Effects on the environment

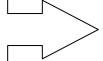
ACTIVITY 11.3 A PICTURE SPEAKS A THOUSAND WORDS

Locate your favorite picture from this chapter. Study the picture closely.

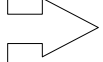
What is the title of the picture?



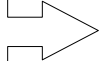
Describe what the picture shows.



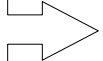
Describe the person, or people, in the picture.



Describe what is happening in the picture.



Other observations



Explain what you think the person, or people, in the picture might be thinking and why.

★ THE STORY OF TEXAS STUDENT JOURNAL ★



CHAPTER ELEVEN: OIL CHANGED TEXAS

STUDENT NAME _____



Question:

How did the oil industry change life in Texas?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



After exploring this chapter I learned _____

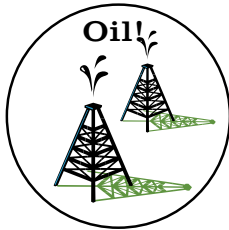
ACTIVITY 11.1: OIL IN TEXAS

In 1901, Texans struck oil at Spindletop. Over the next 40 years, Texas became the center of oil exploration and production in the nation.

Complete the graphic organizer to show what you have learned about oil in Texas.

What did you learn about finding oil?

What did you learn about getting oil out of the ground?



What did you learn about using oil?

What did you learn about paying for oil?

Explain how a boomtown formed and how it could disappear.

ACTIVITY 11.2: OIL CHANGES TEXAS

The oil industry created jobs in factories and offices, and brought opportunities to everyday Texans.

Identify a tool or piece of equipment used in locating, obtaining, or using oil.

Artifact: _____

Use: _____

Picture:

A large, empty rectangular box with rounded corners, intended for a student to draw a picture of an oil-related tool or equipment.

Explain what you think was the biggest change that oil made in Texas. Explain why.

Texas Oil Terms

Student Page

The following terms were commonly used in the oil business. Write what you think each word means. After completing the card match, write the actual meaning for each word. How close were you?

Word	What I think the word means	What it actually means
gusher		
wildcatter		
boll weevil		
roughneck		
roustabout		
Boomtown		
tycoon		
prospector		
drilling rig		



Extra, Extra, Read all about it!

Write a newspaper article about the Spindletop gusher in 1901. Include these oil terms along with *who, what, where, when, and how* to help tell the story. Students may visit online resources such as *Spindletop: The Boom that Shook the World* to conduct research.

Texas Oil Terms

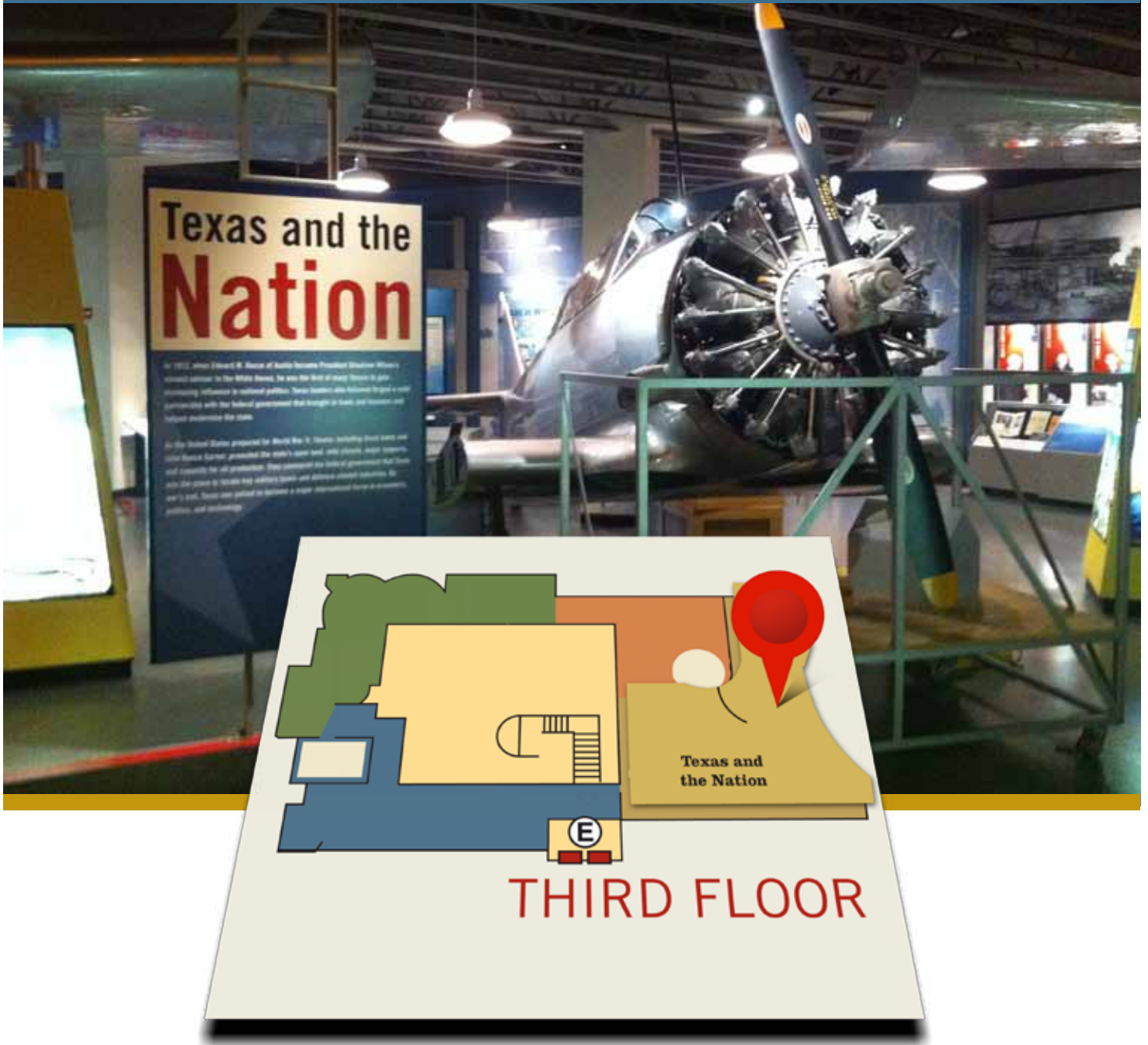
Card match

Directions: Copy and cut out the cards. Shuffle the cards and match the terms to their meanings.

gusher	an oil well with a strong flow of oil
wildcatter	a risk taker who uses his own money to search for oil
boll weevil	an inexperienced worker on a drilling rig
roughneck	a skilled worker on a drilling rig
roustabout	an unskilled worker hired to do jobs in an oil field, such as ditch digging and pipe laying
boomtown	a town that has grown very rapidly as a result of sudden economic development such as the establishment of oil fields
tycoon	a wealthy or powerful business person
prospector	one who explores an area for mineral deposits or oil
drilling rig	a machine that creates holes in the ground

★ CHAPTER TWELVE ★

TEXAS AND THE NATION



Overview

Chapter 12: Texas and the Nation encompasses the exhibits that represent Texas during the 20th and 21st centuries. Students will explore the advancements Texas has made in transportation, space exploration, medicine, and

technology and investigate the people who have made important contributions to these fields. Finally, students will explore Texas as an important setting for the civil rights movement.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER TWELVE: **TEXAS AND THE NATION**

Student Objectives

- ★ Create advertisements that communicate the contributions Texas has made in various fields during the 20th century.
- ★ Observe and explain the role that Texas has played in the military including the importance of the AT-6 aircraft and the WASPs in World War II.
- ★ Identify and describe the people and events in Texas that were important to the Civil Rights Movement.
- ★ Identify the role Texas played in the advancement of medicine, space, and technology.
- ★ Read about famous Texans and evaluate the importance of their contributions to society.

Guiding Questions

- ★ What advancements and contributions is Texas known for making in transportation, space exploration, medicine, civil rights, and technology?
- ★ Who are the Texans who have made contributions in the fields of transportation, space exploration, medicine, civil rights, and technology?
- ★ What technological and scientific innovations do you think will occur in the future, and what impact will those innovations have on Texas and the world?

TEKS

(Texas Essential Knowledge and Skills)

§ 113.15. Social Studies, Grade 4

History 4.5A, 4.5C

Economics 4.12F, 4.12G

Science, technology, and society 4.10A, 4.20B, 4.20C

Social Studies Skills 4.21A, 4.21B, 4.21C, 4.21D

Social Studies Skills 4.22A, 4.22C, 4.22D

§ 113.19. Social Studies, Grade 7

History 7.7D

Economics 7.13C

Science, technology, and society 7.20C

Social Studies Skills 7.21A, 7.21B, 7.21C, 7.21D, 7.21E

Social Studies Skills 7.22A, 7.22D

§ 74.4 English Language Proficiency Standards

Learning Strategies 1C, 1E

Listening 2I

Speaking 3D, 3E, 3G, 3J

Reading 4G, 4I, 4J, 4K

Writing 5B

Materials

- Class set of *The Story of Texas Student Journal: Chapter 12: Texas and the Nation*
- Resources for researching famous Texans

Set the Stage

Advancements in the military, the development of scientific innovations, and a call for social changes helped Texas rise as an economic, political, and industrial leader in the United States during the 20th century. Texans continue to achieve important milestones in transportation, space exploration, medicine, and technology that make an impact worldwide and establish the nation's role as a world leader in the 21st century.

Because of its weather and geography, Texas became the home base for flight schools and training camps for officers and enlisted personnel in the 1940s. Playing a key role in air forces, Texas military factories produced the AT-6, also known as the "Texan." The AT-6 was one of the most important aircraft trainers of all time. It was used to train pilots during World War II and into the 1950s.

During World War II, Texans served the country both in the armed forces and on the home front. A higher percentage of the population of Texas served in the military than from any other state. Texas was home to top leaders such as Dwight D. Eisenhower and Chester Nimitz. Women filled occupations vacated by men serving in the war effort. Some joined the armed forces while others worked at defense plants and shipyards as assembly line workers, pipe fitters, and lathe operators. **Women Air Force Service Pilots (WASPs)** trained pilots, ferried military planes, delivered cargo and passengers, and tested aircraft.

The 20th century marked a change in relations with nations overseas and a shift in the social climate within the United States. After peace was declared in 1945, Texas was still divided by segregation. African American and Mexican American Texans, who had fought for democracy in World War II, were now ready to fight for their **civil rights** in the United States. Equal access to voting, education, jobs, housing, and public facilities was at the heart of the civil rights movement.

The transportation industry played an important role in Texas. The Houston Ship Channel, completed in 1914, transformed the port along Buffalo Bayou into an international shipping center. Railroads catapulted Texas into a new era of wealth and expansion. Rail lines spread from East Texas across the

state by 1932. Cotton, citrus, timber, and cattle were among the many products that traveled the rails. Towns such as Dallas, Fort Worth, and Amarillo thrived as shipping centers. Modern highways provided easy access to all regions of Texas, changing where people worked and lived. Fort Worth, Dallas, Houston, Galveston, and San Antonio hosted air travel as early as 1928. Airline companies such as Air Southwest, Braniff, and Trans-Texas transported people across the state.

The advent of the information age began in Texas in the early 1950s with a series of high-impact inventions. In 1952, Texas Instruments manufactured the first commercial transistor. This led to the development of transistors made of silicon, paving the way for the invention of the integrated circuit. These advances increased the accessibility and usability of computing devices, followed by the development of hand-held calculators and the computer microprocessor. Contributions in space photography, satellite imaging, and sub-surface mapping technologies, led to the expansion of electronic navigation and guidance systems, radar, communications equipment, and computer systems.

Texas paved the way for advancements in space exploration. In 1963, the nation's first Department of Space Science was founded in Houston. NASA gave Houston responsibility for the Manned Spacecraft Center that runs the manned space program and the Mission Control Center that gives directions to astronauts in space. The McDonald Observatory, located in the Davis Mountains in West Texas, became one of the world's premier facilities for education and research in astronomy.

Scientists and researchers in Texas have overcome many challenges to achieve medical milestones. They have pioneered in the fields of heart surgery, burn treatment, and cancer research. Denton A. Cooley performed the first heart transplant in the U.S. in 1968 and implanted the first total artificial heart in a human in 1969 at St. Luke's Hospital in Houston. World-class educational centers and medical schools are located across Texas. The M.D. Anderson Hospital and Tumor Institute in Houston developed the "Life Island," a germ free isolation unit for chemotherapy and the institute remains at the forefront of cancer research today.

★ THE STORY OF TEXAS EDUCATOR GUIDE ★

CHAPTER TWELVE: TEXAS AND THE NATION

Vocabulary

Civil Rights a political movement devoted to securing equal opportunity and treatment for members of minority groups; rights to personal liberty established by the 13th and 14th Amendments to the U.S. Constitution

WASP Women Air Force Service Pilots who trained pilots, ferried military planes, delivered cargo and passengers, and tested aircraft during World War II



Before the Museum

BUILD BACKGROUND

1. With the class, brainstorm the fields in which Texas is recognized as a leader, such as space exploration, ranching, transportation, civil rights, medicine, technology, politics, and oil.
2. Divide students into groups of three. Each group selects one of the topics to research. Students will create an advertisement on poster board or using technology that explains the following:
 - ★ Texans who are leaders in the field
 - ★ Advancements and contributions Texas has made in the selected field during the 20th century
 - ★ Why Texas is recognized as a leader in the selected field
3. Students share their advertisements with the class.
4. Create a Texas in the 20th century museum exhibit using the students' products.

PREDICT

1. Give each student a *Story of Texas Student Journal*. Ask students the Thinking Ahead question: How did Texas become a national and international leader during the 20th century?
2. Students discuss and record what type of evidence they might find to answer the question. Evidence can include primary sources such as maps, documents, artifacts, newspapers, and letters.



Engage at the Museum

1. Gather students at the entrance of the chapter. Instruct students to observe the AT-6 airplane. Then ask the following:
 - ★ What do you think the AT-6's purpose may have been in history?
 - ★ What evidence tells you that this is a military airplane?
2. Explain that the AT-6 was an aircraft produced in Texas that was used to train fighter pilots in the 1940s. In fact, it was one of the most important aircraft trainers of all time. It was one of the first training aircraft to be equipped with retractable landing gear and could fly at a speed of 210 miles per hour. Texas has played an important role in the military throughout history.
3. Explain that students will look for the contributions that Texans made during the 20th Century in the areas of military, transportation, space exploration, technology, medicine, and civil rights.



Explore the Museum

1. Remind students to look for evidence to help them answer the Thinking Ahead question written on the cover of their student journals: How did Texas become a national and international leader during the 20th Century?
2. Explain that students will identify and analyze the events that took place during the 1900s when Texas emerged as a center of oil exploration and production.
3. Divide the class into groups of three to four students. Students rotate through the exhibits to locate primary and secondary sources that will help them complete their journals.

12.1 Military in Texas

Record what you learn about the military in Texas. Explain why you think the AT-6 airplane, also known as the “Texan,” was so important to the military. Explain which military artifact you would like to use if you could travel back in time.

12.2 Pioneers in Space and Medicine

Identify a contribution that Texas has made to the Space program and to medicine. Then explain the importance of each contribution to society.

12.3 Peacetime Challenge

Select and record an event that occurred between 1945 and 1970 that you think made an important contribution to the civil rights movement. Identify the person or people who were important in this event.

12.4 Pioneers in Technology

Identify and describe an artifact that represents how Texas has contributed to the development of technology. Then show or explain what it looks like and does today.

12.5 Famous Texans

Identify a Texan from the 20th or 21st century who you think is the most interesting. Draw a portrait of the person and then write a short biography about their life and accomplishments.

4. After investigating and recording information in their student journals, ask groups to present their information and ideas to the class while standing near the exhibits they used for their research.
5. Students record what they learn from the group presentations in their student journals.



After the Museum

DRAW CONCLUSIONS

1. Students share the information they gathered in their student journals during the Museum visit.
2. Refer back to the Thinking Ahead question found on the cover of the student journals. Compare the evidence students were looking for to what they actually observed at the Museum.
3. Discuss students' responses to the question. Students give examples of the advancements that have been made and how each field has evolved over time.

EXTEND STUDENT LEARNING

- ★ Students research advancements that are occurring within a selected field during the 21st Century. Students create a presentation explaining the history of the field, and how the advancements and new innovations will evolve in the future.
- ★ Students select a topic within one of the fields they have studied. Students create an illustrated timeline showing how the specific topic has evolved over time.
- ★ Research a famous 20th or 21st Century Texan. Students write and present a biography on the person they select. Include the following:

BACKGROUND

- ★ Field of work such as math, science, technology, music, or civil rights
- ★ Contributions and achievements
- ★ Impact the Texan has had on society
- ★ Students research the civil rights movement in Texas. Write and create a video documentary explaining important people and events that were important to the fight for equal rights.

ACTIVITY 12.4: PIONEERS IN TECHNOLOGY

Identify and describe an artifact that represents how Texas has contributed to the development of technology. Then show or explain what it looks like and does today.

Artifact: _____

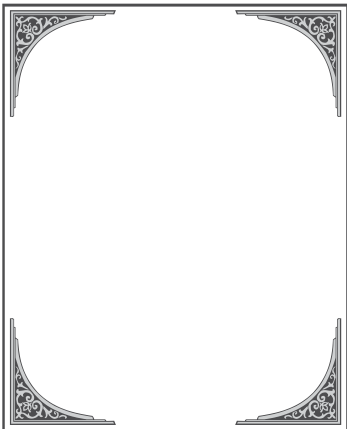
Sketch or description:

What it looks like and does today:

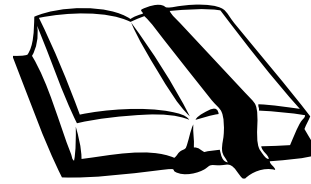
What technological and scientific innovations do you think will occur in the future, and what impact will those innovations have on Texas and the world?

ACTIVITY 12.5: FAMOUS TEXANS

Identify a Texan from the 20th or 21st century who is the most interesting to you. Draw a portrait of that person and then write a short description of their life and accomplishments.



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CHAPTER TWELVE TEXAS AND THE NATION

STUDENT NAME _____



Question:

How did Texas become a national and international leader during the 20th century?

Before I visit:	During my visit:
What evidence will I look for to answer the question?	What evidence have I found to answer the question?



After exploring this chapter I learned

ACTIVITY 12.1: MILITARY IN TEXAS

Record what you learn about the military in Texas inside the table below.

	Military in Texas Before World War II	Military in Texas During World War II
Important people		
Jobs for women		
Military training base locations		

Explain why you think the AT-6 airplane, also known as the “Texan,” was so important to the military.

If you could travel back in time, which military artifact would you like to use? Sketch the artifact below and explain what it was used for.

Sketch:

Explanation:

ACTIVITY 12.2: PIONEERS IN SPACE AND MEDICINE

Identify a contribution that Texas has made to the Space program and to medicine. Then explain the importance of each contribution to society.

	Space	Medicine
Contribution		
Importance to Society		

ACTIVITY 12.3: PEACETIME CHALLENGE

Select and record an event that occurred between 1945 and 1970 that you think made an important contribution to the Civil Rights Movement. Identify the person or people who were important in this event.

Event	
People involved	

Explain how the event influenced the Civil Rights Movement.



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