

Teacher and
Chaperone Guide

MAKING A LIVING

BULLOCK TEXAS STATE HISTORY MUSEUM



Look at the
exhibitions!

How have Texans
made a living?

Think
about it!

Make a
connection!

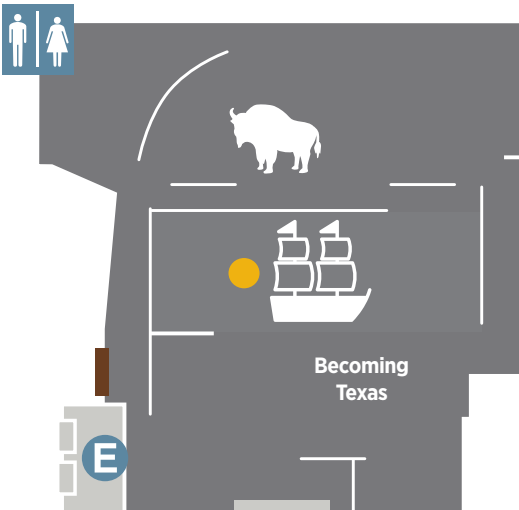
How to Use This Guide: Lead your students to the areas on the maps, and complete the activities in the student guide. Encourage the students to look closely at artifacts, and see what the artifacts can tell us about the people who used them. While there are specific instructions in the student guide,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

FIRST FLOOR

Packing for a Colony

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

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



Restrooms/
Water Fountains

Elevators



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

FIRST FLOOR

Packing for a Colony

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

NAME each of these artifacts.

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

 fire pot TRADE or KEEP	 vermillion TRADE or KEEP	 hawk bells TRADE or KEEP
 ring TRADE or KEEP	 reaping hook TRADE or KEEP	 crucifix TRADE or KEEP

I'll trade you for it!

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

2. I would trade my (item you own)

_____ for the (*La Belle* item)

(Student opinion)

_____ because

_____.

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

Changing of the Seasons

Numerous American Indian groups lived in what is now Texas. Each group had its own language and culture. Some were migratory; others lived in large farming communities. Most groups traded and used the natural resources around them to provide for their communities. Each group focused on specific activities at different times of the year.

Discuss with your students which activity they think would be most important for survival, and which skills they would most like to learn. Ask follow up questions so that students can explain their answers.

(Answers will vary based on the season, as well as student opinion.)

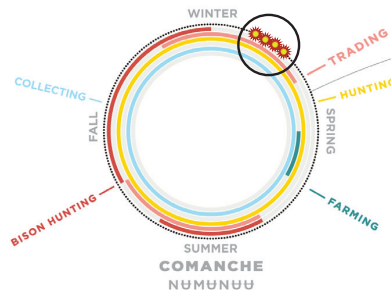


FIRST FLOOR

Changing of the Seasons

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

FIND the seasonal calendar showing the Comanche tribe.



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

Bison Hunting Fishing Collecting
Hunting Trading Farming

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

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

Jumano

Bison Hunting Fishing
Collecting Hunting
Trading Farming

Lipan Apache

Bison Hunting Fishing
Collecting Hunting
Trading Farming

Karankawa

Bison Hunting Fishing
Collecting Hunting
Trading Farming

Caddo

Bison Hunting Fishing
Collecting Hunting
Trading Farming

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



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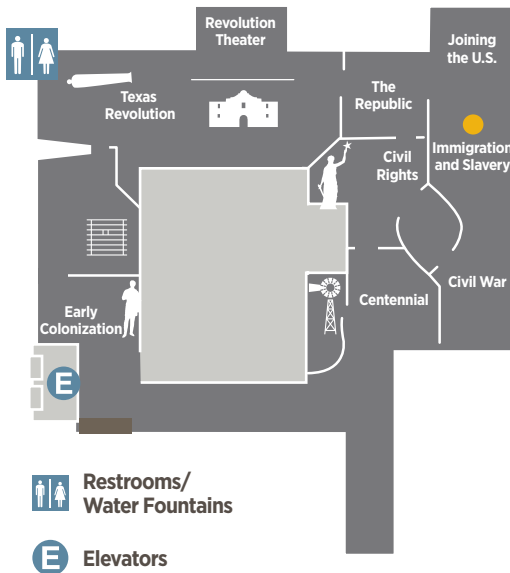
SECOND FLOOR

From Field to Fiber

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

Read the text panel next to the cotton gin to help students understand how cotton goes from being a plant in the field, to fiber being used as a textile. Use the information from the panel to complete the matching activity.

Have the students count the bales of cotton on display and complete the math problem. Ask "Why was cotton called White Gold?" and discuss their ideas.

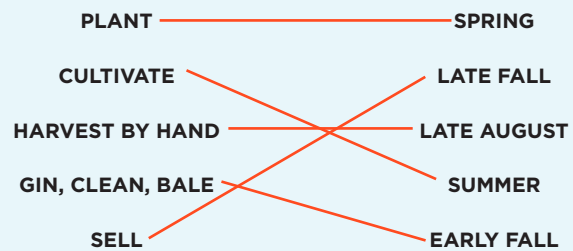


SECOND FLOOR

From Field to Fiber

This machine, a cotton gin, made it easier to remove seeds from cotton, which greatly changed the cotton industry. Cotton farmers and enslaved workers in Texas labored through the year to grow cotton and get it ready to sell.

READ the cotton gin information and **MATCH** each step of the process to what time of year it took place.



Why was cotton called White Gold?

Did you know...

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



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



In 1860, cotton sold for about 12 cents per pound. A cotton bale weighed about 500 pounds. How much could a farmer get paid for one bale of cotton? 12 cents x 500 lbs = \$ 60 per bale.

COUNT the bales of cotton stacked under the Bayou City Sign: 15

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

15 bales x \$ 60 per bale = \$ 900

Next, **WALK** past the Civil War cannon until you reach a room with green wall paper.



Next, WALK past the Civil War cannon until you reach a room with green wall paper.

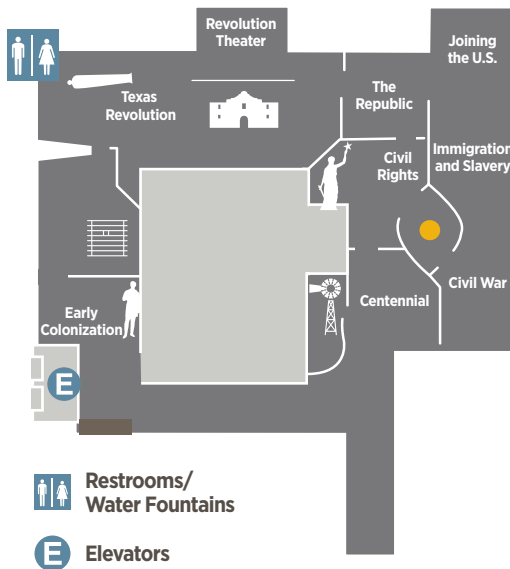
SECOND FLOOR

"There is Work to be Done"

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

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

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



SECOND FLOOR

"There is Work to be Done"

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

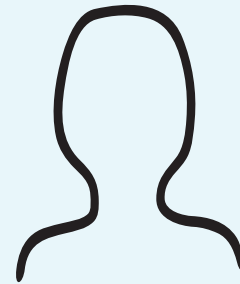
LOOK at the photographs, and **NAME** the different types of jobs that people did during Reconstruction:

Answers will vary but may include: drivers, cooks, janitors, servants, barbers, beauticians, seamstresses, cafe owners, funeral home operators, teachers, doctors, lawyers, nurses, potters, railroad workers, police officers, senators.

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

(Student opinion)

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



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



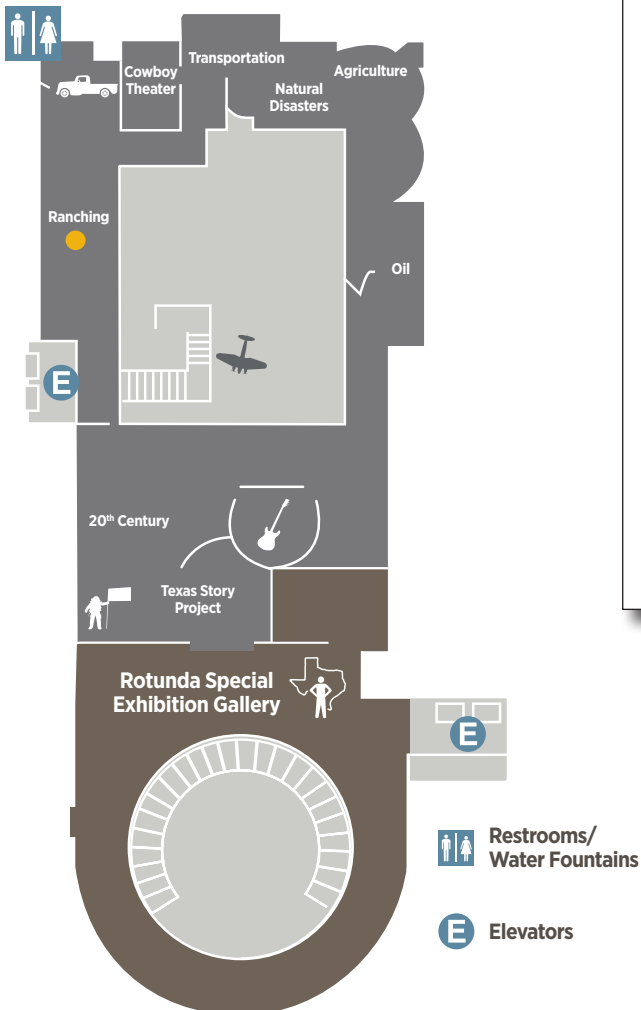
Next, GO upstairs to the third floor, and STOP when you see a longhorn cow.

Cattle Drive: Is it Worth the Risk?

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

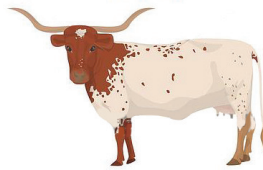
After the students complete the math problem, discuss with them if they think the potential profit of a cattle drive would have been worth risking all of the dangers.

Then, look at the 3 artifact cases in the ranching section and point out clothing and tool items. Have students list the items they see, and circle the one they think would be most useful to wear or use. Ask the students to defend their answer by providing reasons for their choice.



THIRD FLOOR

Cattle Drive: Is it Worth the Risk?



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

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

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

CALCULATE:

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

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

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

(Student opinion)

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

(Answers will vary but may include: chaps, spurs, boots, hats, saddles, rope, branding iron, etc.)

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

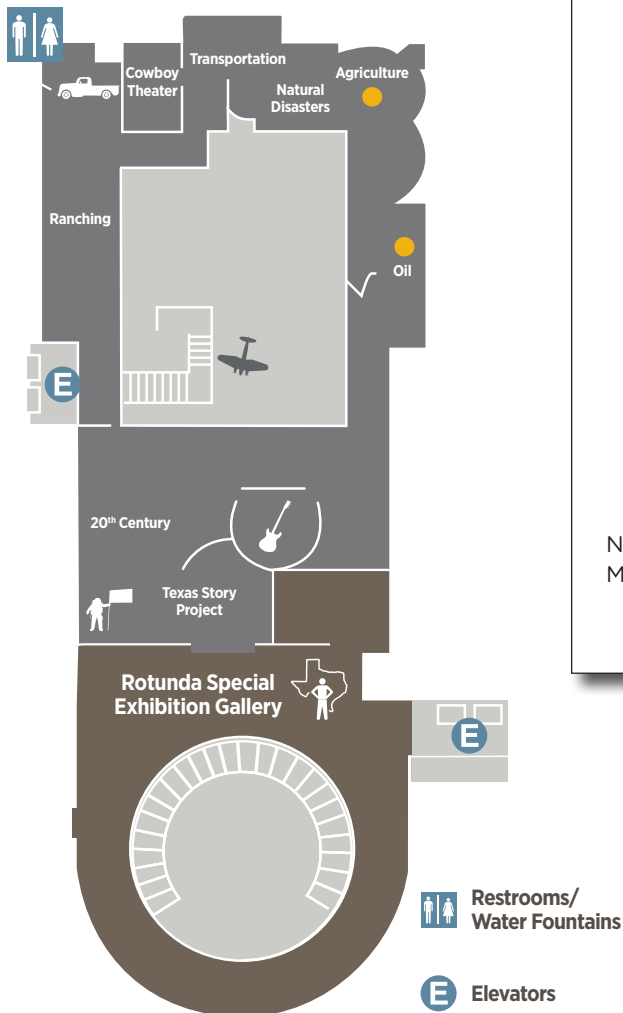
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➔ Next, **GO** to the other side of the third floor, and **STOP** when you get to "Opportunity on the Land."

Opportunity on the Land

Texas has many different regions with different types of landscapes. Each region produces its own types of natural resources, which allowed Texans to develop different types of industries and businesses.

Have students locate the different regions of the map, and explore the artifacts on display to identify the tools used for harvesting these natural resources. Discuss with students what it would be like to use these tools—how they work, what it would feel like to use, and if they think it would make the job easier or more difficult.



Opportunity on the Land

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

Tool:

cotton sack

Tool:

cross cut saw, double bit axe, or tree caliper

Tool:



Tool:

helmet, lamp, pick or detonator

Tool:

picking sack or measuring ring

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

6



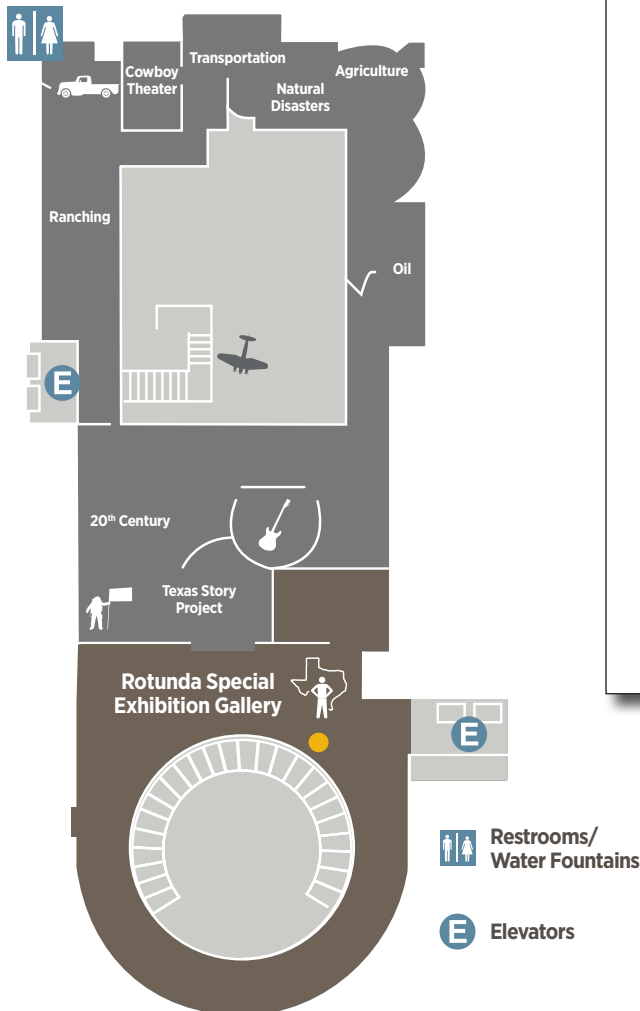
Next, GO to the Third Floor Rotunda and LOOK over the railing to find the Mosaic of Texas Identity.

THIRD FLOOR ROTUNDA

Mosaic of Texas Identity

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

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



THIRD FLOOR ROTUNDA

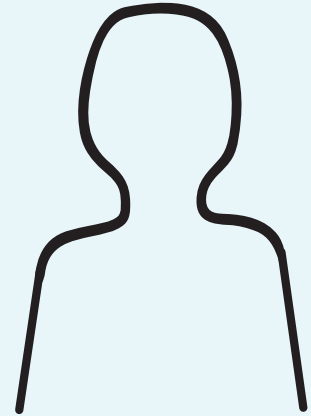
Mosaic of Texas Identity

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

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

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

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



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

(Student opinion)

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