MAKING A LIVING
BULLOCK TEXAS STATE HISTORY MUSEUM

Look at the exhibitions!
How have Texans made a living?
Think about it!
Make a connection!
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.

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

Why was cotton called White Gold?

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

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.
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.

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.
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.

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.”
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.

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

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:**
  - 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.
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.

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