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.

**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.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Trade or Keep</th>
</tr>
</thead>
<tbody>
<tr>
<td>fire pot</td>
<td>Trade</td>
</tr>
<tr>
<td>vermilion</td>
<td>Trade</td>
</tr>
<tr>
<td>hawk bells</td>
<td>Trade</td>
</tr>
<tr>
<td>ring</td>
<td>Trade</td>
</tr>
<tr>
<td>reaping hook</td>
<td>Trade</td>
</tr>
<tr>
<td>crucifix</td>
<td>Trade</td>
</tr>
</tbody>
</table>

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) _____________________________ because _____________________________.

Restrooms/Water Fountains

Elevators

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.

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 accessory items. Have students list the items they see, and circle the one they think would be most useful to wear. Ask the students to defend their answer by providing reasons for their choice.
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.
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.

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