

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!

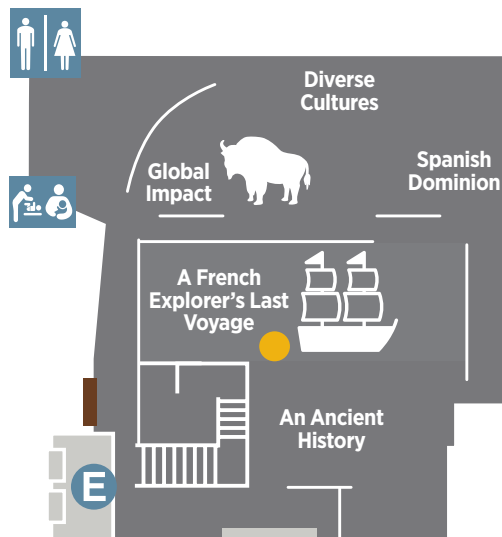
**How to Use This Guide:** Lead your students to the areas on the maps, and complete the activities in the student guide. Encourage the students to look closely at artifacts, and see what the artifacts can tell us about the people who used them. While there are specific instructions in the student guide, 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
- Serenity Room

**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.

 <b>fire pot</b> TRADE or <b>KEEP</b>	 <b>vermillion</b> <b>TRADE</b> or KEEP	 <b>hawk bells</b> <b>TRADE</b> or KEEP
 <b>ring</b> <b>TRADE</b> or KEEP	 <b>reaping hook</b> TRADE or <b>KEEP</b>	 <b>crucifix</b> TRADE or <b>KEEP</b>

## 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 \_\_\_\_\_.
- (Student opinion)**

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



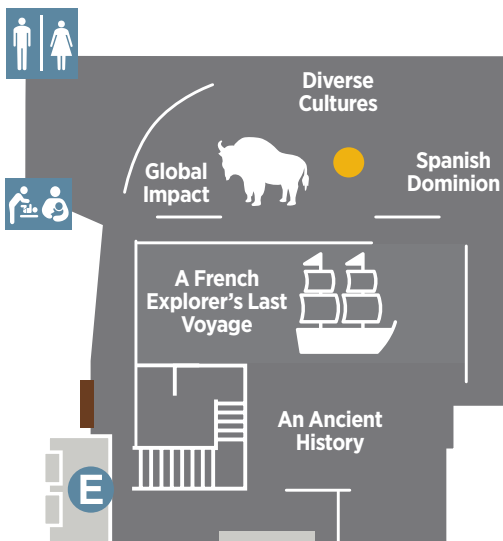
## FIRST FLOOR

# 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.)



Restrooms/Water Fountains

Elevators

Serenity Room



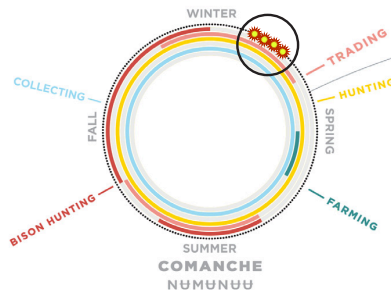
Next, **GO** upstairs to the second floor, and **STOP** when you are in a room made of large grey stones.

## 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

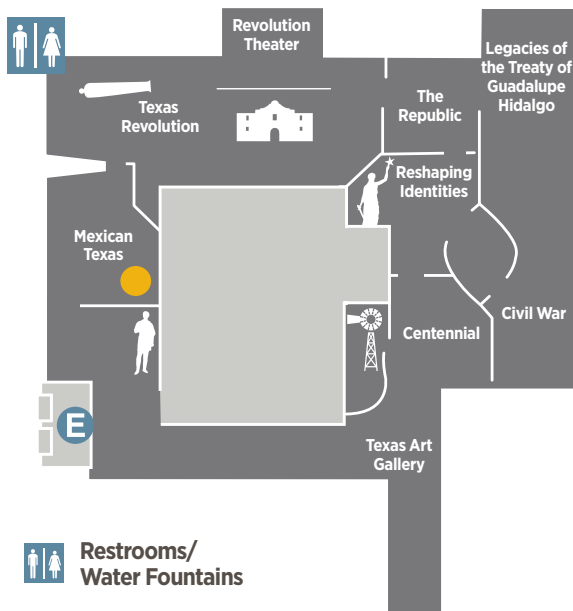
Next, **GO** upstairs to the second floor, and **STOP** when you are in a room made of large grey stones.

## SECOND FLOOR

# Surviving as Settlers

In the early 1800s, many colonists from the United States came to the Mexican colony of Texas because of inexpensive land. Many lived far away from settlements, so they had to work hard to get food, shelter, and clothing.

Have your students explore the paintings and artifacts that show what everyday life was like for colonists. Have them notice different jobs or chores that would have been important for survival, discuss why the colonists needed to do them, and how they would have done them. This is often very different from how we get these items today, so be sure to compare and contrast “then vs. now.”



 Restrooms/  
Water Fountains

 Elevators

## SECOND FLOOR

# Surviving as Settlers

**FIND** the “Daily Life in Early Texas” area, and look at the paintings and artifacts. **CHOOSE** two jobs or chores colonists would have needed to do to successfully live in Texas in the early 1800s.

- 1) One job or chore people would have done in early Texas is....

Answers may include: Hauled water, Spun cotton

This job or chore was important because...

Answers may include: Water didn't come out of faucets, so bringing fresh water was necessary for survival; There weren't many stores with ready-made clothing; colonists had to create their own cloth and sew their own clothes

- 2) One job or chore people would have done in Texas is....

Answers may include: Hauled water, Spun cotton

This job or chore was important because...

Answers may include: If setting up a new house at a colony, they had to build their own log cabin by chopping logs. There weren't many stores with fresh food; colonists had to farm or hunt to have enough to eat

## Find It, Make it, Buy It

How colonists got	Tools they might have used
Food: Hunted; Hauled water; Farmed	Rifle; Horse; Bucket; Barrel, Ox yoke
Shelter: Built log cabins or block houses	Broad axe
Clothing: Created fiber from cotton; made leather from animal hide	Spinning wheel; Rifle

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

3



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

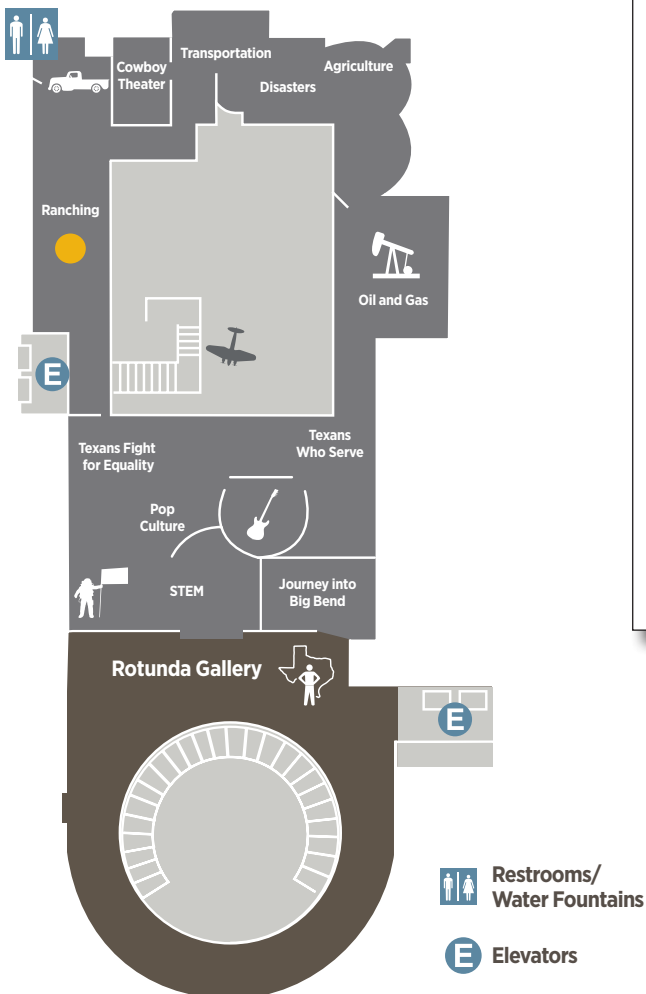
## THIRD FLOOR

# 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.

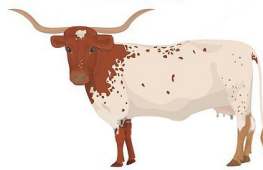
After the students complete the math problem, discuss with them if they think the potential profit of a cattle drive would have been worth risking all of the dangers.

Then, look at the 3 artifact cases in the ranching section and point out clothing and 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.



## 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 items of clothing used by cowboys and ranchers. **CIRCLE** the item you think would be most useful to wear.

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

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

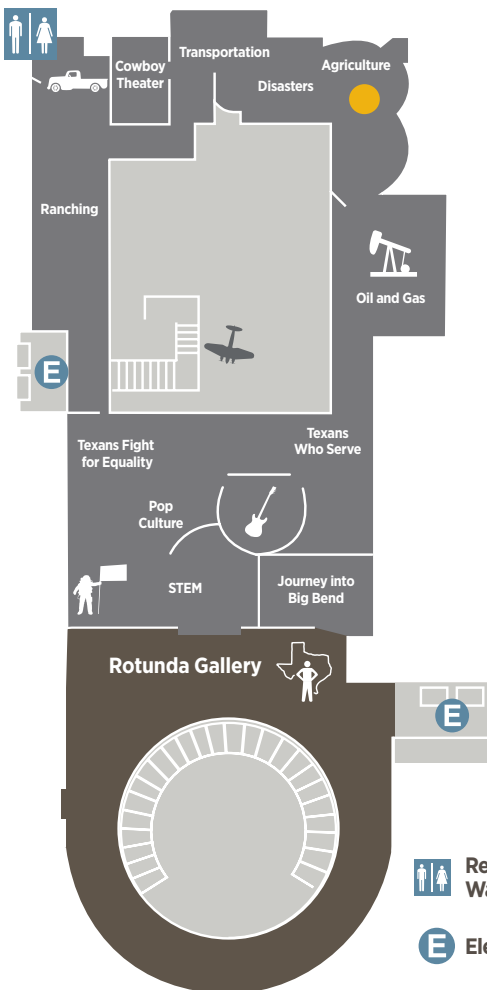
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➔ Next, **GO** to the other side of the third floor, and **STOP** when you get to "Opportunity on the Land."

# 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:**  
helmet, lamp, pick or detonator

**Tool:**  
picking sack or measuring ring

Next, **CONTINUE** exploring the third floor exhibits, and **STOP** when you see an astronaut.

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**Next, CONTINUE** exploring the third floor exhibits, and **STOP** when you see an astronaut.

## THIRD FLOOR

# STEAM Power

Throughout the twentieth century, Texas led the way in critical advances in science, technology, medicine, and many new innovations. Many Texans continue to work in these fields to create new advancements for our society. Texas has also produced many artists, musicians, and singers.

Have your students explore the section about musicians, artists, science innovators, and space. Have them identify and write down the different types of jobs that they notice.

As the students, "Which of these jobs would you like to do? Why?" Discuss the jobs they select and see if they have ideas for how they could shape the future in these jobs.



## THIRD FLOOR STEAM Power

One way Texans make a living is through having careers in Science, Technology, Engineering, Art, and Mathematics (STEAM). **LOOK** around this section of the gallery and **NAME** the different STEAM jobs that you see.

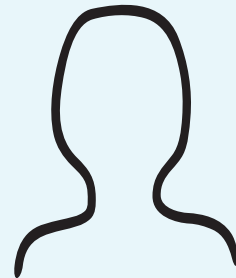
Science Technology Engineering Art Mathematics

Answers will vary but may include: painter, singer, dancer, musician, inventor, astronaut, scientist, engineer, chemist, computer programmer, doctor, researcher

Which of these jobs would **YOU** like to do, 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** to the third floor rotunda, and **LOOK** over the railing to find the Mosaic of Texas Identity.

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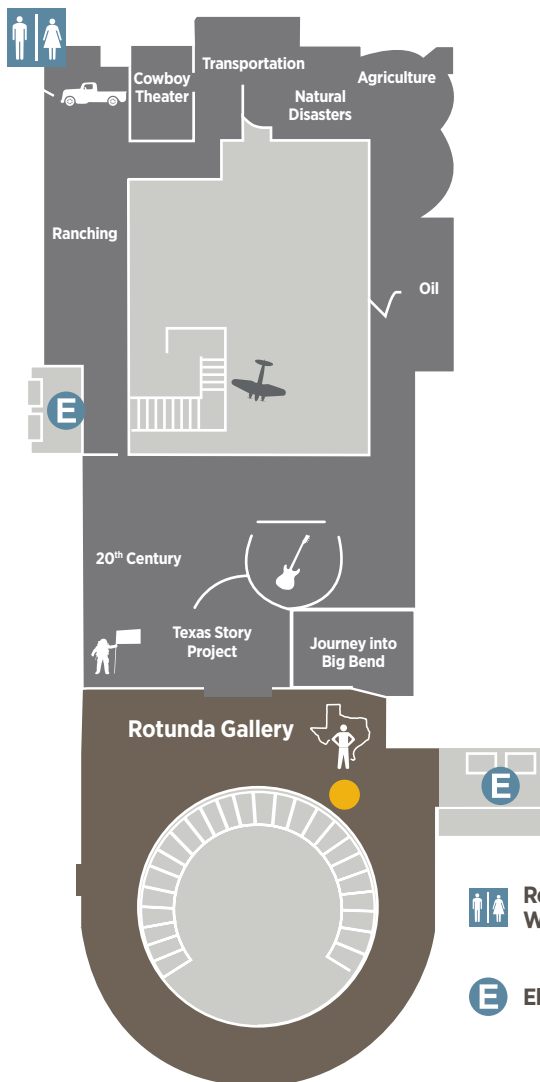
**Next, GO to the third floor rotunda, and LOOK over the railing to find the Mosaic of Texas Identity.**

## 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

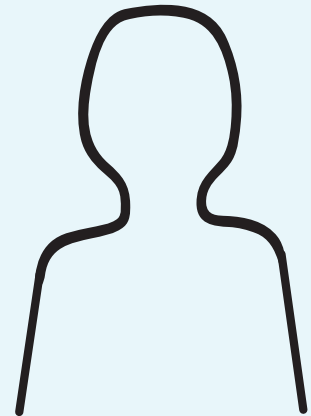
## Mosaic of Texas Identity

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)

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To explore the stories on this mosaic, visit [www.TheStoryofTexas.com/discover/campfire-stories](http://www.TheStoryofTexas.com/discover/campfire-stories)