

Symbols of Texas

Fill in the blank with the name of each official state symbol.

Word Bank

guitar
armadillo

cowboy boot
bluebonnet

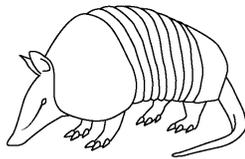
monarch butterfly
mockingbird

State Footwear



cowboy boot

State Small Mammal



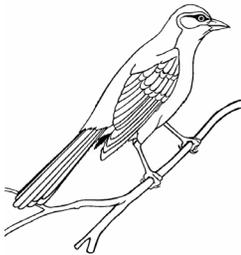
armadillo

State Insect



monarch butterfly

State Bird



mockingbird

State Musical Instrument



guitar

State Flower



bluebonnet



The Bullock Museum is a place for families! Each Free First Sunday, join us for special activities designed just for you. Create one-of-a-kind souvenirs, discover amazing Texas stories and participate in exciting events. Museum galleries will be open from noon to 5 p.m. Special activities are from noon to 3 p.m. only.

My Day at The Bullock Museum Teacher and Chaperone Guide

This guide is designed to help you guide your students through the Bullock Museum. We've provided you with questions to ask your group. Encourage them to write their thoughts about their experience in their booklet, and take it home as a special souvenir!

First Floor: *La Belle* exhibition

1. Lead your group to *La Belle*. As the students look at the *La Belle* ship, ask them "Is this larger or smaller than a school bus?" Instruct students to circle their answers in their booklets.
2. Ask, "What do you think it was like to travel across the ocean on a ship this size?" Listen to their responses. Ask, "Would you like to travel with your family across the ocean on a ship like *La Belle*?" Tell them to circle their answer in their booklet. Let a few students share their answers.
3. Direct the students to look closely at the ship. Ask "Does anyone see a rectangle anywhere on the ship?" Choose someone to show where a rectangle is located. Repeat with a circle, square, and triangle. Ask, "What other shapes do you see in this area?" Instruct students to circle the shapes in their booklet that they can find.

Next, take your students to the second floor of the Texas History Galleries.

Second Floor

1. Find the “Come and Take It” Texas Revolution exhibit in the back left corner of the second floor gallery. Read aloud the text on the panel in front of the exhibit to explain why the cannon is there. Tell the students, “**In your book, circle which answer is correct for you. Did you think a cannon would be this size? What did you expect?**”
2. Continue to the Alamo area. Ask the students, “**Look at the artifacts on the ground in front of the Alamo. Take a minute and find items you think are very interesting.**” Give them time to look. Then say, “**Quickly sketch in your booklet the one you think is most interesting.**” After a couple of minutes, ask, “**Which one did you choose, and why did you choose that one?**” Encourage them to share their answers.
3. Move on to the next room of exhibits. Examine the large painting, *The Republic of Texas 1836-1845*. Ask the students, “**What are some of the things you see in this picture of the Texas frontier?**” Let the students share what they see. Finally, ask the students, “**What do you think about when you look at this painting?**”
4. After you come to the Texas Centennial area, tell the students to look at the windmill scene and the art posters on the opposite wall. Ask, “**What things do you see here?**” Let them share their answers. Then say, “**Write, and/or draw in your booklet what you see that you think would be a good symbol for Texas.**”

Next, lead your students to the third floor of the Texas History Galleries.

Third Floor

1. When you reach the third floor, find the exhibit about cattle drives. Say, “**Reach down and feel the floor. Look at it carefully. Can you tell what has been traveling here?**” Students should answer cattle, cows, or horses. Walk passed the longhorn cattle and guide students to analyze the barbed wire. Ask, “**Why do you think barbed wire fences were called thorny fences?**” Help each student write an answer in the booklet.
2. Stand in front of the large TEXAS letters. Ask, “**What do you see pictured in the letters?**” Students should answer wheat/grain, goats/sheep, cotton, and lumber. “**These are some of the things people raise and sell to make a living in Texas. What would you like to raise and sell?**”
3. Find the two-handled crosscut timber saw in the case as you enter the section about Texas industry. Explain to students that two people were needed for this saw to work--one person for each handle. Ask, “**What type person would you want to help you saw down a large tree with this saw?**” (strong, big, tall, helpful, etc.) Tell students, “**Think of someone you know who would be a good partner to help you use this saw. Write the name of that person and why you would choose them in the booklet.**”
4. Find the 3D map in front of the giant OIL letters. Tell students, “**After cattle drives ended, oil was discovered in Texas and people made money selling oil.**” Guide students to look at the map and locate the wells. Ask, “**Where are more wells located? Mark your answer in your book.**”

by water

by hills

on flat land