

**Star of the Republic Museum**  
TEKS Alignment with Tour Activities

A guided tour at the Star of the Republic Museum offers an interdisciplinary approach to learning about the past. In addition to the many Social Studies TEKS addressed at the Museum, English Language Arts and Reading, and Math TEKS are also incorporated into the tour. Sample activities included on a guided tour and in the video, along with the 4<sup>th</sup> grade TEKS they support, are listed below. In addition, TEKS from all other grades levels are addressed during a tour of the Museum.

<p><u>TEKS Chapter 110.15 English Language Arts &amp; Reading: Grade 4:</u></p> <p>(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p> <p>(A) use his/her own knowledge and experience to comprehend</p> <p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>Students are given a Scavenger Hunt activity to guide them through the first floor exhibits. They must analyze a question, then look critically at an exhibit to find the answer. Independent reading, deductive reasoning, and higher level thinking skills are required.</p>
<p><u>TEKS Chapter 111.16 Mathematics: Grade 4:</u></p> <p>(4.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers and decimals. The student is expected to:</p> <p>(A) use addition and subtraction to solve problems involving whole numbers</p> <p>(4.4) Number, operation, and quantitative reasoning. The student multiplies and divides to solve meaningful problems involving whole numbers. The student is expected to:</p> <p>(A) model factors and products using arrays and area models</p> <p>(4.14) Underlying processes and mathematical tools. The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:</p> <p>(A) identify the mathematics in everyday situations</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>Within the Scavenger Hunt activity, students are asked several questions that require mathematic computation, including addition, subtraction, and multiplication. Several basic word problems require analysis of what operation must be performed. Students learn that mathematics can “happen” outside of math class!</p>

TEKS Chapter 113.15 Social Studies: Grade 4:

(4.1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas and North America before European exploration. The student is expected to:

(B) identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.

(D) compare the ways of life of American Indian groups in Texas and North America before European exploration.

(4.2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:

(A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion;

(B) identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas;

(C) explain when, where, and why the Spanish established Catholic missions in Texas as well as important individuals such as Jose de Escandon;

(D) identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas; and

(E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León on the settlement of Texas.

TOUR ACTIVITIES:

The exhibit, "The First Texans," compares the lifestyles, food, environment, and homes of different Native Tribes in Texas. Concepts are reinforced in a mural depicting the Caddo tribe, a life-sized buffalo mount and Native American artifacts. The importance of the buffalo is emphasized with an explanation of how various buffalo body parts were used by the Native Americans. A large map illustrates areas where different native tribes lived.

"The Cross, the Sword, and the Compass" exhibit focuses on European exploration and its effect on the Native Americans. Included in the exhibit are: a copy of the title page from Cabeza de Vaca's journal, horseshoe nails from the Coronado expedition into Texas, and artifacts recovered from the wreckage of LaSalle's ship, *LaBelle*.

The exhibit area includes a large oil painting of Saint Dominic, patron saint of astronomers. It also includes a Spanish church door and a Spanish mission bell.

The "Gone to Texas" exhibit focuses on Moses Austin and Stephen F. Austin. Students learn that empresarios received approximately 23,000 acres of land for every 100 settlers. The artifacts on exhibit exemplify items that would have typically been brought to Texas by the settlers.

(4.3) History. The student understands the importance of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:

(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto;

(C) identify leaders important to the founding of Texas as a republic and state, including Jose Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones;

(D) describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers; and

(E) explain the events that led to the annexation of Texas to the United States including the impact of the U.S.-Mexican War.

(4.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.

(4.7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity

#### TOUR ACTIVITIES:

“The Road to Independence” exhibit includes a timeline of events of the revolution, with artifacts and images related to the events.

The exhibit contains pictures and information about all the Presidents of the Republic and includes personal belongings, official documents, and signed currency of the Presidents.

Students are allowed to vote “for or against” annexation in a ballot box.

A flag with 28 stars is on exhibit from when Texas became the 28<sup>th</sup> state in the United States.

The “Mexican War” exhibit contains illustrations of the battles, maps, and a collection of Campaign china depicting scenes from the war.

Many original maps of Texas are on exhibit at the Museum. Students can compare how Texas was perceived by early cartographers and how the shape of Texas has changed since the days of the Republic.

Regions of inhabitation by Native American tribes in Texas are illustrated in “The First Texans” exhibit. In the exhibit shows an explanation of how geographic locations determined the lifestyles of the tribes, including food, structures and social interaction.

(4.8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

- (A) identify and explain clusters of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;
- (B) describe and explain the location of various towns and cities in Texas, past and present; and
- (C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.

(4.9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

- (A) describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams;
- (B) identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.

(4.10) Economics. The student understands the basic economic activities of early societies in Texas and North America. The student is expected to:

- (A) explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting; and
- (B) explain the economic activities early immigrants to Texas used to meet their needs and wants.

#### TOUR ACTIVITIES

The role that rivers played in the location of early Texas towns is discussed on the guided tour. Emphasis is placed on the importance of transportation to a population. Prior to the invention of trains, trucks, and airplanes, rivers were critical to the survival of a geographic settlement. Eventually, however, river travel was replaced with more efficient modes of transportation, and places like Washington-on-the-Brazos became less populated.

The importance of the buffalo and its use by the Native tribes in Texas is shown in the exhibit of “The First Texans.” The lifestyle of the mobile Plains Indians is contrasted with that of the agrarian societies.

Trade between the Native Americans and European explorers is discussed in the exhibit, and samples of trade goods are featured in the exhibit titled “The Cross, the Sword, and the Compass.”

<p>(4.12) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) explain how people in different regions of Texas earn their living, past and present through a subsistence economy and providing goods and services;</li> <li>(B) explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas;</li> <li>(C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;</li> <li>(E) explain how developments in transportation and communication have influenced economic activities in Texas; and</li> <li>(F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.</li> </ul> <p>(4.14) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:</p> <ul style="list-style-type: none"> <li>(B) identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</li> </ul> <p>(4.15) Government. The student understands important ideas in historical documents of Texas and the United States. The student is expected to:</p> <ul style="list-style-type: none"> <li>(A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty;</li> </ul>	<p><u>TOUR ACTIVITIES</u></p> <p>Republic period occupations and trades highlighted during the tour on the second floor include: riverboat captain, blacksmith, carpenter, teacher, cobbler, tinsmith, barkeeper, cotton farmer, doctor, apothecary, preacher, musician, and seamstress.</p> <p>Guided tour includes discussion about the economic impact of rivers on early Texas settlements.</p> <p>Mexican colonization laws and requirements are discussed on the guided tour.</p> <p>Washington-on-the-Brazos is the site of the signing of the Texas Declaration of Independence and the creation of the Texas Constitution in 1836. The entire tour experience is centered around the significance of the site.</p>
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<p>(4.16) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:</p> <p>(A) explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags over Texas, the San Jacinto Monument, the Alamo, and various missions;</p> <p>(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.</p> <p>(4.17) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to:</p> <p>(D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. Gonzalez, James A. Baker III, Wallace Jefferson, and other local individuals;</p> <p>(4.18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</p> <p>(4.19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>(A) identify the similarities and differences among various racial, ethnic, and religious groups in Texas;</p> <p>(B) identify customs, celebrations, and traditions of various</p>	<p><u>TOUR ACTIVITIES</u></p> <p>The six flags of Texas are prominently displayed at the entrance of the Museum for student observation.</p> <p>“The Road to Independence” exhibit discusses Texas Independence Day, March 2, 1836. Featured objects in the exhibit include a 6x9 ft. painting depicting the signing of the Declaration of Independence in 1836, a printing press like the one that originally printed the declaration, and newspaper articles and primary source documents written about Texas’ independence.</p> <p>The importance of Sam Houston is a prominent theme throughout the Museum. An over-sized statue of him greets visitors at the entrance. In addition, students can see images, quotes, primary documents, and artifacts related to him on a tour of the Museum. A portrait of Lorenzo de Zavala is also featured in the “Road to Independence” exhibit, with an explanation of the role he played in the battle for independence from Mexico.</p> <p>The “Presidents of the Republic of Texas” exhibit contains information and pictures about all the Presidents of the Republic.</p> <p>The first floor exhibits include “The First Texans,” which focuses on Native Americans in Texas, and the second floor exhibits include exhibits about the Tejanos, African-Americans,</p>
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cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.

(4.20) Science, technology, and society. The student understands the impact of science and technology on life in Texas. The student is expected to:

(A) identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions;

(B) describe how scientific discoveries and technological innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas;

(4.21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology. The student is expected to:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making

and Anglos in early Texas. Social and cultural similarities and differences are examined.

Periodically the museum features displays about Hispanic Heritage, African-American Heritage, and Native American Heritage in the Discovery Room.

### TOUR ACTIVITIES

Gail Borden is introduced in the “Our Beloved Country” exhibit which features a Washington Hand Press like the one that printed the Texas Declaration of Independence. The development of the printing industry is examined in this exhibit.

Students learn about the different forms of lighting used in the 19<sup>th</sup> century.

Students discover how scientific discoveries in the medical field have improved the quality of life in Texas by observing Republic-era medical instruments in the exhibit.

A visit to the Museum reinforces many critical-thinking skills fundamental to social studies. Students experience the history and interpret its influence on the world by observing the many artifacts, maps, images, and text panels in the Museum. The time spent in the Museum provides interactive, multi-sensory, and hands-on experiences to facilitate a better understanding of the Republic period of Texas history.

Primary sources and artifacts are abundant throughout the Museum.

generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;

(D) identify different points of view about an issue or topic, historical event, or current event; and

(E) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

(4.23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

### TOUR ACTIVITIES

“The Road to Independence” exhibit includes a timeline of events of the revolution, with artifacts and images related to the events.

The “Faces of Texas” exhibit features a dramatic audio-video presentation in which eight different voices explain their point of views on life in early Texas. They include an Anglo woman, a black girl, a Native American man, a male slave, a Tejano man, an Anglo man, an Anglo girl, and an Anglo boy.

The entire experience at the Museum facilitates a deeper understanding of the problems faced by the early settlers in Texas and of how they chose to improve their situation. Understanding the processes they went through can affect the decision-making of the future.

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TEKS Alignment with Tour Activities

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<p><u>TEKS Chapter 110.19 English Language Arts &amp; Reading: Grade 7:</u></p> <p>(7.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p> <p>(A) use his/her own knowledge and experience to comprehend</p> <p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>Students are given a Scavenger Hunt activity to guide them through the first floor exhibits. They must analyze a question, then look critically at an exhibit to find the answer. Independent reading, deductive reasoning, and higher level thinking skills are required.</p>
<p><u>TEKS Chapter 111.23 Mathematics: Grade 7:</u></p> <p>(7.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions.</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>Within the Scavenger Hunt activity, students are asked several questions that require mathematic computation, including addition, subtraction, and multiplication. Several basic word problems require analysis of what operation must be performed. Students learn that mathematics can “happen” outside of math class!</p>
<p><u>TEKS Chapter 113.19 Social Studies: Grade 7:</u></p> <p>(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:</p> <p>(A) identify the major eras in Texas history, describing their defining characteristics; and explain why historians divide the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>The museum’s purpose is to collect and preserve the material culture of the Texas Republic (1836-1846) and to interpret the history, cultures, diversity, and values of early Texans.</p>

Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights and Conservatism; and Contemporary Texas;

(B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and

(C) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas Independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discover of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Alvarez de Pineda, Alvar Nunez Cabeza de Vaca and his writings, the search for gold, and the conflicting territorial claims between France and Spain;

## TOUR ACTIVITIES

“The Road to Independence” exhibit includes a timeline of events of the revolution, with artifacts and images related to the events.

Featured objects in the exhibit include a 6x9 ft. painting depicting the signing of the Declaration of Independence in 1836, a printing press like the one that printed the original declaration, and newspaper articles and primary source documents written about Texas’ independence.

Students are allowed to vote “for or against” annexation in a ballot box.

A flag with 28 stars is on exhibit from when Texas became the 28<sup>th</sup> state in the United States.

“The First Texans” exhibit features different Native tribes in Texas, comparing their lifestyles, food, environment, and homes. The exhibit includes a mural depicting the Caddo tribe, a life-sized buffalo mount and Native American artifacts. The importance of the buffalo is emphasized with an explanation of how various buffalo body parts were used by the Native Americans. A large map illustrates areas where different native tribes lived.

“The Cross, the Sword, and the Compass” exhibit focuses on European exploration and its effect on the Native Americans. Included in the exhibit are: a copy of the title page from Cabeza de Vaca’s journal, horseshoe nails from the Coronado expedition into Texas, and artifacts recovered from the wreckage of LaSalle’s ship, *LaBelle*.

(C) identify the individuals, issues, and events related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damian Massanet, Jose de Escandon, Antonio Margil de Jesus, and Francisco Hidalgo;

(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Texas involvement in the fight for independence, Jose Gutierrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;

(E) identify the contributions of significant individuals including Moses Austin, Stephen F. Austin, Erasmo Seguin, Martin De Leon, and Green DeWitt during the Mexican settlement of Texas;

(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, and William B. Travis;

(C) explain the issues surrounding significant events of the Texas Revolution, including the battle of Gonzales, William B. Travis’s letter “to the People of Texas and All Americans in the World,” the siege of the Alamo and all the heroic

TOUR ACTIVITIES

The exhibit area includes a large oil painting of Saint Dominic, patron saint of astronomers. It also includes a Spanish church door and a Spanish mission bell.

The exhibit “The Cross, the Sword, and the Compass” contains information about Mexico becoming an independent nation.

The “Gone to Texas” exhibit focuses on Moses Austin and Stephen F. Austin. Students learn that empresarios received approximately 23,000 acres of land for every 100 settlers. The artifacts on exhibit exemplify items that would have typically been brought to Texas by the settlers.

The importance of Sam Houston is a prominent theme throughout the Museum. An over-sized statue of him greets visitors at the entrance. In addition, students can see images, quotes, primary documents, and artifacts related to him on a tour of the Museum. A portrait of Lorenzo de Zavala is featured in the “Road to Independence” exhibit, with an explanation of the role he played in the battle for independence from Mexico. Also in the exhibit, is a portrait of William B. Travis and information about him, George Childress, and Santa Anna.

“The Road to Independence” exhibit discusses events of the Texas Revolution, including the battle of Gonzales, William B.

defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents Houston, Lamar, and Jones, including the Texas Navy, the Texas Rangers, Edwin W. Moore, Jack Coffee Hays, Chief Bowles, William Goyens, Mary Maverick, Jose Antonio Navarro, the Cordova Rebellion, the Council House Fight, the Santa Fe Expedition, public debt, and the roles of racial and ethnic groups;

(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, population growth, and the Compromise of 1850.

(8) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

Travis's letter "to the People of Texas and all Americans in the World," the Alamo, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the battle of San Jacinto.

### TOUR ACTIVITIES

The exhibit contains pictures and information about all the Presidents of the Republic and includes personal belongings, official documents, and signed currency of the Presidents.

Some of the Texas Rangers during the 19<sup>th</sup> century including Jack Coffee Hays are on display in "The Texas Rangers" exhibit.

Several quotes of Mary Maverick are on display in the "Gone to Texas" exhibit.

Artifacts of the Texas Navy are on display inside the model of the Yellowstone on the second floor of the museum.

Jose Antonio Navarro is a signer of the Texas Declaration of Independence. He is listed with other signers in the exhibit "The Road to Independence."

The "Mexican War" exhibit contains illustrations of the battles, maps, and a collection of Campaign china depicting scenes from the war.

Many original maps of Texas are on exhibit at the Museum. Students can compare how early cartographers perceived Texas and how the shape of Texas has changed since the days of the Republic.

(9) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest;

(10) Geography. The student understands the effects of the interaction between humans and the environment in Texas during the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries. The student is expected to:

(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications;

(12) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.

(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

### TOUR ACTIVITIES

The role that rivers played in the location of early Texas towns is discussed in the guided tour. Emphasis is placed on the importance of transportation to a population. Prior to the invention of trains, trucks, and airplanes, rivers were critical to the survival of a geographic settlement. Eventually, however, river travel was replaced with more efficient modes of transportation, and places like Washington-on-the-Brazos became less populated.

Guided tour includes discussion about the economic impact of rivers on early Texas settlements.

Republic period occupations and trades highlighted during the tour on the second floor include: riverboat captain, blacksmith, carpenter, teacher, cobbler, tinsmith, barkeeper, cotton farmer, doctor, apothecary, preacher, musician, and seamstress.

Washington-on-the-Brazos is the site of the signing of the Texas Declaration of Independence and the creation of the Texas Constitution in 1836. The entire tour experience is centered around the significance of the site.

(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;

(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts.

(20) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

(C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

## TOUR ACTIVITIES

The first Texas Constitution was created at Washington-on-the-Brazos in 1836.

The first floor exhibits include “The First Texans,” which focuses on Native Americans in Texas, and the second floor exhibits include exhibits about the Tejanos, African-Americans, and Anglos in early Texas. Social and cultural similarities and differences are examined.

Trade between the Native Americans and European explorers is discussed in the exhibit, and samples of trade goods are featured in the exhibit titled “The Cross, the Sword, and the Compass.”

Small building structures such as a Tejano jacal, a notched log cabin, and a cabin made with flat boards are discussed on the guided tour of the second floor.

The “Our Beloved Country” exhibit features a Washington Hand Press like the one that printed the Texas Declaration of Independence. The development of the printing industry is examined in this exhibit.

Students learn about the different forms of lighting used in the 19<sup>th</sup> century.

Students discover how scientific discoveries in the medical field have improved the quality of life in Texas by observing Republic-era medical instruments in the exhibit.

A visit to the Museum reinforces many critical-thinking skills fundamental to social studies. Students experience the history and interpret its influence on the world by observing the many artifacts, maps, images, and text panels in the Museum. The time

<p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;</p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p> <p>(D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants;</p> <p>(H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p> <p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	<p>spent in the Museum provides interactive, multi-sensory, and hands-on experiences to facilitate a better understanding of the Republic period of Texas history.</p> <p>Primary sources and artifacts are abundant throughout the Museum.</p> <p><u>TOUR ACTIVITIES</u></p> <p>A timeline of events of the revolution is included in the exhibit “The Road to Independence.”</p> <p>The “Faces of Texas” exhibit features a dramatic audio-video presentation in which eight different voices explain their perspectives on life in early Texas. They include an Anglo woman, a black girl, a Native American man, a male slave, a Tejano man, an Anglo man, an Anglo boy, and an Anglo girl.</p> <p>Many original maps of Texas are on exhibit at the museum.</p> <p>The entire experience at the Museum facilitates a deeper understanding of the problems faced by the early settlers in Texas and of how they chose to improve their situation. Understanding the processes they went through can affect the decision-making of the future.</p>
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