

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 4th 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 110.6 English Language Arts & 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 113.6 Social Studies: Grade 4:

(4.1) History. The student understands the similarities and differences of Native-American groups in Texas and the Western Hemisphere before European exploration. The student is expected to:

- (A) identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived;
- (B) compare the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.

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

- (A) summarize reasons for European exploration and settlement of Texas and the Western Hemisphere;
- (B) identify the accomplishments of significant explorers such as Cabeza de Vaca; Christopher Columbus; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle and explain their impact on the settlement of Texas;
- (C) explain when, where, and why the Spanish established Catholic missions in Texas;
- (D) identify the accomplishments of significant empresarios including Moses Austin, Stephen F. Austin, and Martín de León and explain their impact on the settlement of Texas;
- (E) identify the impact of Mexico's independence from Spain on the events in Texas.

TOUR ACTIVITIES:

Guided tour includes discussion of different Native tribes in Texas, comparing their lifestyles, food, environment, and homes. Discussion emphasizes the effect of geographic location on lifestyle. Concepts are reinforced in a mural depicting the Caddo tribe and an exhibit featuring 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.

Guided tour includes discussion of 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*.

Video presentation addresses the establishment of Spanish missions in Texas. 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.

Video presentation explains the impact of independence from Spain on the events in Texas.

<p>(4.3) History. The student understands the causes and effects of the Texas Revolution, the Republic of Texas, and the annexation of Texas to the United States. The student is expected to:</p> <p>(A) analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto;</p> <p>(B) describe the successes and problems of the Republic of Texas;</p> <p>(C) explain the events that led to the annexation of Texas to the United States;</p> <p>(D) explain the impact of the Mexican War on Texas;</p> <p>(E) identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.</p> <p>(4.6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:</p> <p>(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps</p> <p>(4.7) Geography. The student understands the concept of regions. The student is expected to:</p> <p>(A) describe a variety of regions in Texas and the Western Hemisphere such as political, population, and economic regions that result from patterns of human activity</p> <p>(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:</p> <p>(A) identify clusters of settlement in Texas and explain their distribution;</p>	<p><u>TOUR ACTIVITIES:</u></p> <p>“The Road to Independence” exhibit includes a timeline of events of the revolution, with artifacts and images related to the events.</p> <p>Students are allowed to vote “for or against” annexation in a ballot box.</p> <p>A flag with 28 stars is on exhibit from when Texas became the 28th state.</p> <p>The “Mexican War” exhibit contains illustrations of the battles, maps, and a collection of Campaign china depicting scenes from the war.</p> <p>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.</p> <p>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.</p> <p>Regions of inhabitation by Native American tribes in Texas are illustrated in “The First Texans” exhibit. The guided tour includes an explanation of how geographic locations determined the lifestyles of the tribes, including food, structures and social interaction.</p>
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(B) explain patterns of settlement at different time periods in Texas;

(C) describe the location of cities in Texas and explain their distribution, past and present;

(D) explain the geographic factors 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;

(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;

(4.10) **Economics.** The student understands the basic economic patterns of early societies in Texas and the Western Hemisphere. The student is expected to:

(A) explain the economic patterns of various early Native-American groups in Texas and the Western Hemisphere;

(B) explain the economic patterns of early European immigrants to Texas and the Western Hemisphere.

(4.11) **Economics.** The student understands the reasons for exploration and colonization. The student is expected to:

(A) identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere;

(B) identify the economic motivations for Anglo-American colonization in Texas.

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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 important.

The importance of the buffalo and its use by the Native tribes in Texas is discussed in the guided tour. 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 on the guided tour, and samples of trade goods are featured in the exhibit titled “The Cross, the Sword, and the Compass.”

The “Gone to Texas” exhibit addresses the lure of the land and the colonization of Texas.

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(4.13) Economics. The student understands patterns of work and economic activities in Texas. The student is expected to:

- (A) explain how people in different regions of Texas earn their living, past and present;
- (B) explain how geographic factors have influenced the location of economic activities in Texas;
- (C) analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas;
- (E) explain how developments in transportation and communication have influenced economic activities in Texas;
- (F) explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.

(4.15) Government. The student understands how people organized governments in different ways during the early development of Texas. The student is expected to:

- (B) identify characteristics of Spanish and Mexican colonial governments and their influence on inhabitants of Texas.

(4.16) Government. The student understands important ideas in historic documents of Texas. The student is expected to:

- (A) identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco;

(4.17) Citizenship. The student understands important customs, symbols, and celebrations of Texas. The student is expected to:

- (A) explain the meaning of selected patriotic symbols and

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.

Guided tour includes discussion about why the first towns in Texas were located close to a river, because rivers were necessary for transportation of goods. Thus rivers had a definite impact of the economy in Texas. However, once the railroad came along, rivers ceased to be as important to the economy.

Mexican colonization laws and requirements are discussed in the guided tour.

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.

landmarks of Texas, including the six flags over Texas, San José Mission, and the San Jacinto Monument;

(D) describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.

(4.18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(C) identify the importance of historical figures such as Sam Houston, Barbara Jordan, and Lorenzo de Zavala who modeled active participation in the democratic process;

(4.19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(B) identify leadership qualities of state and local leaders, past and present.

(4.20) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:

(A) identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas;

(B) identify customs, celebrations, and traditions of various culture groups in Texas; and

(C) summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.

(4.21) 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

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The six flags of Texas are prominently displayed at the entrance of the Museum for student observation.

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.

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.

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, and an Anglo man. 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.

Borden, Joseph Glidden, and Patillo Higgins and their contributions;

(B) describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas;

(4.22) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of 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; 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 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;

(E) identify the elements of frame of reference that influenced the participants in an event;

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

(4.24) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in

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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 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.

Primary sources and artifacts are abundant throughout the Museum.

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.

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.

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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.