Teacher Resource and Field Trip Guide

OCTOBER 2016

Museum of the Coastal Bend
VICTORIA COLLEGE | 2200 EAST RED RIVER ST. VICTORIA, TX 77901

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Thank you for your interest in utilizing the Museum of the Coastal Bend as an educational resource. The Museum provides a unique learning experience for students through a combination of educational exhibits and hands-on activities. The following *Teacher Resource and Field Trip Guide* will help guide you through the museum's resources including activity options, pre- and post- visit materials, and TEKS alignment.

The Museum's mission is to enhance the appreciation and enjoyment of the region's heritage.

The Museum's purpose is to collect, preserve, exhibit, interpret, and educate using the history and heritage of the region.

Booking Information:

Rates: Students are $1.50 each. 1 adult chaperone per 10 students is free, and each additional adult is $1.50.

4th and 7th grade groups from the Victoria Independent School District are funded through VISD and MCB. These groups visit the museum for free and receive VISD sponsored transportation.

Dates and Times: Tours can be booked Tuesdays through Fridays beginning at 9:30am. Tours last approximately 1.5 hours.

Guidelines: Advance reservations are required for education programs and larger groups will be divided into smaller groups to help the programs run smoothly. Every 10 students must have an adult chaperone (18 years or older), and students must be accompanied by adults at all times.

Souvenir Bags: The museum offers $1 and $5 gift bags which can be purchased by students. These bags must be ordered in advance. For more information please contact Cheryl Beran at (361) 582-2434 or cheryl.beran@victoriacollege.edu.

To book a tour or if you have any questions please contact the Education Coordinator, Amanda Lanum: (361) 582-2559 or amanda.lanum@victoriacollege.edu

Field Trip Information:

Tours are based on the size of the group that will be visiting the Museum. Groups of fewer than 30 have the option to select a guided tour or self-guided scavenger hunt along with one or two hands on activities. Groups of 31-60 will have the opportunity to complete a scavenger hunt in the museum and participate in one or two hands-on activities. Groups over 60 will also complete a scavenger hunt and will participate in two hands-on activities.

Note: Hands-on activities are accompanied by a brief discussion of the history relating to the activity.

Each tour topic and activity is explained below.

Scavenger Hunts/Self-Guided Exploration:

This option gives students a chance to explore the museum at their own pace while answering educational questions. Teachers can choose to complete a general museum scavenger hunt or one of our topic/grade specific hunts: Spanish Settlers, French Explorers, First Peoples, or Early Grade Levels (for K-2).

This segment usually lasts 30 minutes to allow for students to complete the hunts. Answer sheets are provided for the selected scavenger hunt.

Guided Tours:

Guided tours are only available for groups of 30 or fewer. These tours can be either a general tour of the museum or focus on one of the various topics the museum covers.

Activities:

Teachers with groups of 60 or fewer can select a single activity from either list, or one from each list. Teachers with groups larger than 60 can select one activity from each list.

List A:

Atlatls (grades 3 and up only; recommended grades 4 and up): Students will have the opportunity to test this ancient hunting tool that pre-dates the bow and arrow.

Building *La Belle*: Students will work together to create a life-sized outline of a French explorer's ship.

Stone Tools: Students will be able to touch and try their own hand at using the same tools that people would have used thousands of years ago.

List B:

Pinch Pots: Students will create and decorate their own palm-sized pot.

Your Mission: Students will brainstorm and design their own Spanish mission complex.

Your Voyage: Students will work together to figure out what they would bring on their journey across the Atlantic

Food/Lunch:

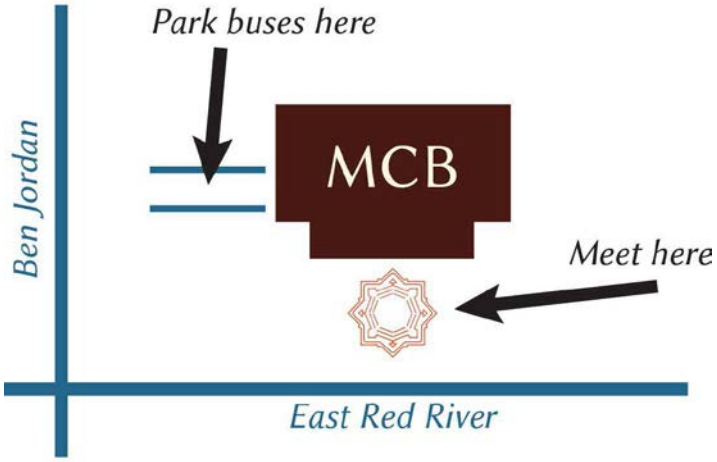
Food and drink are not allowed inside the museum as these items can damage the artifacts. If students bring sack lunches they may be eaten outdoors on the college campus.

Gift Shop:

Time in the gift shop is not included in the times for the tour. If you wish to have your students visit the shop please allot time after the tour.

Parking:

The museum is located at the corner of East Red River and Ben Jordan streets, on the Victoria College camp; Entrance 3 on Ben Jordan is closest to us. Buses should park on the loading pad outside the museums. Chaperones may park in any unmarked spot. Meet in front of the Museum for a quick introduction unless it is raining.



“Where Texas History Began” Exhibit Social Science TEKS Alignment

Kindergarten

- K.3.A—Place events in a chronological order
- K.3.B—Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow
- K.4.C—Identify tools that aid in determining location, including maps and globes
- K.5.B—Identify how the human characteristics of place such as ways of earning a living, shelter, food, clothing, and activities are based upon geographic location
- K.6.A—Identify basic human needs of food, clothing and shelter
- K.6.C—Explain how basic human needs can be met such as through self-producing, purchasing, and trading
- K.11.A—Identify similarities and differences among people such as kinship, laws, and religion
- K.13.B—Describe how technology helps accomplish specific tasks and meet people’s needs
- K.13.C—Describe how his or her life might be different without modern technology
- K.14.B—Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, and artifacts

1st Grade

- 1.3.A—Distinguish among past, present, and future
- 1.3.B—Describe and measure the calendar by days, weeks, months, and years
- 1.6.A—Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
- 1.6.B—Identify examples of and uses for natural resources in the community, state, and nation
- 1.6.C—Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location
- 1.8.B—Identify ways people exchange goods and services
- 1.16.A—Describe how technology changes the ways families live

- 1.16.B—Describe how technology changes communication, transportation, and recreation
- 1.17.B—Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, artifacts, electronic media, maps, and literature

2nd Grade

- 2.2.A—Describe the order of events by using designations of time periods such as historical and present times
- 2.2.B—Apply vocabulary related to chronology, including, past, present, and future
- 2.5.A—Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, and west), and legend/map keys
- 2.7.A—Describe how weather patterns and seasonal patterns affect activities and settlement patterns
- 2.7.B—Describe how natural resources and natural hazards affect activities and settlement patterns
- 2.7.C—Explain how people depend on the physical environment and natural resources to meet basic needs
- 2.17.A—Describe how science and technology change communication, transportation and recreation
- 2.17.B—Explain how science and technology change the ways in which people meet basic needs
- 2.18.B—Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts

3rd Grade

- 3.2.A—Identify reasons people have formed communities, including need for security, religious freedom, law, and material well-being
- 3.2.C—Compare ways in which various other communities meet their needs
- 3.3.A—Use vocabulary related to chronology, including past, present, and future
- 3.3.C—Apply the terms year, decade, and century to describe historical times
- 3.4.A—Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards

- 3.4.B—Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains

4th Grade

- 4.2.A—Summarize the motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion
- 4.2.B—Identify the accomplishments and explain the impact of significant explorers, including René Robert Cavelier, Sieur de la Salle, on the settlement of Texas
- 4.2.C—Explain when, where, and why the Spanish established settlements and Catholic missions in Texas
- 4.8.B—Describe and explain the location and distribution of various towns and cities in Texas, past and present
- 4.8.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.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
- 4.9.B—Identify the 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.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
- 4.12.A—Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services
- 4.21.A—Differentiate between, locate, and use valid 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
- 4.21.E—Use appropriate mathematical skills to interpret social studies information such as maps and graphs

5th Grade

- 5.1.A—Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain
- 5.8.A—Identify and describe the types of settlement and patterns of land use in the United States
- 5.8.B—Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- 5.9.A—Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs
- 5.24.A—Differentiate between, locate, and use valid 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
- 5.24.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
- 5.24.E—Identify the historical context of an event

6th Grade

- 6.1.A—Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade
- 6.1.B—Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions
- 6.2.A—Identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution
- 6.2.B—Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present
- 6.5.B—Identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory

- 6.15.F—Identify and explain examples of conflict and cooperation between and among cultures
- 6.16.A—Identify institutions basic to all societies, including government, economic, educational, and religious institutions
- 6.17.B—Identify and describe factors that influence cultural change such as improved communication, transportation, and economic development
- 6.21.A—Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures
- 6.21.E—Identify the elements of frame of reference that influenced participants in an event

7th Grade

- 7.1.A—Identify the major eras in Texas history, describe 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 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 Conservation; and Contemporary Texas
- 7.1.B—Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods
- 7.2.B—Identify important individuals, events, and issues related to European exploration of Texas such as the search for gold, and the conflicting territorial claims between France and Spain
- 7.2.C—Identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches
- 7.2.F—Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas
- 7.9.C—Analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas
- 7.20.A—Compare types and uses of technology, past and present

- 7.21.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
- 7.21.D—Identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants
- 7.21.F—Identify bias in written, oral, and visual material

8th Grade

- 8.2.A—Identify reasons for European exploration and colonization of North America
- 8.11.A—Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th century
- 8.29.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 the United States
- 8.29.D—Identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants

High School Word History

- 7.A—Analyze the causes of European expansion from 1450 to 1750
- 16.C—Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past
- 29.A—Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence
- 29.D—Evaluate the validity of a source based on language, corroboration with other sources, and information about the author

High School World Geography

- 6.A—Locate and describe human and physical features that influence the size and distribution of settlements
- 8.A—Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology
- 8.C—Evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources

- 16.A—Describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion
- 18.B—Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism

“Where Texas History Began” Exhibit ELAR TEKS Alignment

Kindergarten

- K.10.A—Identify the topic and details in expository text heard or read, referring to the words and/or illustrations
- K.10.B—Retell important facts in a text, heard or read
- K.10.C—Discuss the ways authors group information in text

1st Grade

- 1.14.A—Restate the main idea, heard or read
- 1.14.B—Identify important facts or details in text, heard or read
- 1.14.C—Retell the order of events in a text by referring to the words and/or illustrations
- 1.14.D—Use text features (e.g., title, tables of contents, illustrations) to locate specific information in text

2nd Grade

- 2.14.A—Identify the main idea in a text and distinguish it from the topic
- 2.14.B—Locate the facts that are clearly stated in a text
- 2.14.C—Describe the order of events or ideas in a text
- 2.14.D—Use text features (e.g., table of contents, index, headings) to locate specific information in text

3rd Grade

- 3.13.A—Identify the details or facts that support the main idea
- 3.13.B—Draw conclusions from the facts presented in text and support those assertions with textual evidence
- 3.13.C—Identify explicit cause and effect relationships among ideas in texts
- 3.13.D—Use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text

4th Grade

- 4.11.B—Distinguish fact from opinion in a text and explain how to verify what is a fact
- 4.11.C—Describe explicit and implicit relationships among ideas in texts organized by cause-and-effect, sequence, or comparison

- 4.11.D—Use multiple text features (e.g., guide words, topic and concluding sentences) to gain an overview of the contents of text and to locate information

5th Grade

- 5.11.A—Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order;
- 5.11.B—Determine the facts in text and verify them through established methods;
- 5.11.C—Analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas;
- 5.11.D—Use multiple text features and graphics to gain an overview of the contents of text and to locate information; and
- 5.11.E—Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres

6th Grade

- 6.10.A—Summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions
- 6.10.D—Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres

7th Grade

- 7.10.B—Distinguish factual claims from commonplace assertions and opinions
- 7.10.D—Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence

8th Grade

- 8.10.B—Distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text
- 8.10.C—Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns
- 8.10.D—Synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence

High School English I

- 9.A—Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion
- 9.C—Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns

High School English II

- 9.B—Distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts

Hands-On Activity: Atlatl TEKS Alignment

Social Sciences:

- 3.4.B—Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- 4.9.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.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
- 5.8.B—Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present
- 6.16.A—Identify institutions basic to all societies, including government, economic, educational, and religious institutions
- 7.20.A—Compare types and uses of technology, past and present

Science:

- 3.6.A—Explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life
- 3.6.B—Demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons
- 4.6.A—Differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal
- 5.6.A—Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy
- 6.8.A—Compare and contrast potential and kinetic energy
- 7.7.A—Contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still
- Integrated Physics and Chemisty.5.B—Demonstrate common forms of potential energy, including gravitational, elastic, and chemical, such as a ball on an inclined plane, springs, and batteries

Hands-On Activity: Building *La Belle* TEKS Alignment

Social Science:

- K.3.B—Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow
- K.13.B—Describe how technology helps accomplish specific tasks and meet people's needs
- 1.3.A—Distinguish among past, present, and future
- 1.8.B—Identify ways people exchange goods and services
- 1.16.B—Describe how technology changes communication, transportation, and recreation
- 2.2.A—Describe the order of events by using designations of time periods such as historical and present times
- 2.17.A—Describe how science and technology change communication, transportation and recreation
- 3.2.A—Identify reasons people have formed communities, including need for security, religious freedom, law, and material well-being
- 3.3.A—Use vocabulary related to chronology, including past, present, and future
- 4.2.A—Summarize the motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion
- 4.2.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
- 5.1.A—Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain
- 6.1.A—Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade
- 7.2.B—Identify important individuals, events, and issues related to European exploration of Texas such as the search for gold, and the conflicting territorial claims between France and Spain
- 7.20.A—Compare types and uses of technology, past and present

- 7.2.F—Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas
- 8.2.A—Identify reasons for European exploration and colonization of North America

Mathematics:

- K.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- K.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 1.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- 1.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 1.7.A—Use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement
- 1.7.B—Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other
- 1.7.D—Describe a length to the nearest whole unit using a number and a unit
- 2.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- 2.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 2.9.E—Determine a solution to a problem involving length, including estimating lengths

- 3.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution
- 3.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 4.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- 4.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 4.8.C—Solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate
- 5.1.B—Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution
- 5.1.C—Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 5.7—Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving measurement. The student is expected to solve problems by calculating conversions within a measurement system, customary or metric

Hands-On Activity: Pinch Pots TEKS Alignment

Social Sciences:

- K.3.A—Place events in a chronological order
- K.6.A—Identify basic human needs of food, clothing and shelter
- K.6.C—Explain how basic human needs can be met such as through self-producing, purchasing, and trading
- K.13.B—Describe how technology helps accomplish specific tasks and meet people's needs
- 1.3.A—Distinguish among past, present, and future
- 1.6.B—Identify examples of and uses for natural resources in the community, state, and nation
- 1.16.A—Describe how technology changes the ways families live
- 2.2.B—Apply vocabulary related to chronology, including, past, present, and future
- 2.7.C—Explain how people depend on the physical environment and natural resources to meet basic needs
- 2.17.B—Explain how science and technology change the ways in which people meet basic needs
- 3.2.C—Compare ways in which various other communities meet their needs
- 3.3.A—Use vocabulary related to chronology, including past, present, and future
- 4.9.B—Identify the 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

Art:

- K.2.C—Use a variety of materials to develop manipulative skills while engaging in opportunities for exploration through drawing, painting, printmaking, constructing artworks, and sculpting, including modeled forms
- 1.2.C—Increase manipulative skills necessary for using a variety of materials to produce drawings, paintings, prints, constructions, and sculptures, including modeled forms
- 1.3.B—Demonstrate an understanding that art is created globally by all people throughout time

- 1.3.C—Discuss the use of art in everyday life
- 2.2.C—Identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculpture, including modeled forms, using a variety of materials
- 3.2.C—Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials
- 4.2.C—Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials
- 4.3.A—Compare content in artworks for various purposes such as the role art plays in reflecting life, expressing emotions, telling stories, or documenting history and traditions
- 5.2.C—Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials
- Art, Middle School 1.3.B—Identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation
- Art, Middle School 1.3.C—Explain the relationships that exist between societies and their art and architecture

Hands-On Activity: Stone Tools TEKS Alignment

Social Sciences:

- K.3.A—Place events in a chronological order
- K.6.A—Identify basic human needs of food, clothing and shelter
- K.6.C—Explain how basic human needs can be met such as through self-producing, purchasing, and trading
- K.13.B—Describe how technology helps accomplish specific tasks and meet people's needs
- 1.3.A—Distinguish among past, present, and future
- 1.6.B—Identify examples of and uses for natural resources in the community, state, and nation
- 1.16.A—Describe how technology changes the ways families live
- 2.2.B—Apply vocabulary related to chronology, including, past, present, and future
- 2.7.C—Explain how people depend on the physical environment and natural resources to meet basic needs
- 2.17.B—Explain how science and technology change the ways in which people meet basic needs
- 3.2.C—Compare ways in which various other communities meet their needs
- 3.3.A—Use vocabulary related to chronology, including past, present, and future
- 3.4.B—Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains
- 4.9.B—Identify the 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.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
- 5.8.B—Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present

Science:

- K.6.C—Observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside
- K.6.D—Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow
- 1.6.A—Identify and discuss how different forms of energy such as light, heat, and sound are important to everyday life
- 1.6.D—Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow
- 2.5.C—Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting
- 2.6.D—Compare patterns of movement of objects such as sliding, rolling, and spinning
- 3.6.A—Explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life
- 4.6.A—Differentiate among forms of energy, including mechanical, sound, electrical, light, and heat/thermal
- 5.6.A—Explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy
- 6.8.A—Compare and contrast potential and kinetic energy
- 7.7.A—Contrast situations where work is done with different amounts of force to situations where no work is done such as moving a box with a ramp and without a ramp, or standing still

Hands-On Activity: Your Mission TEKS Alignment

Social Sciences:

- K.6.A—Identify basic human needs of food, clothing, and shelter
- K.6.C—Explain how basic human needs can be met such as through self-producing, purchasing, and trading
- 1.6.B—Identify examples of and uses for natural resources in the community, state, and nation
- 2.7.B—Describe how natural resources and natural hazards affect activities and settlement patterns
- 2.7.C—Explain how people depend on the physical environment and natural resources to meet basic needs
- 3.2.A—Identify reasons people have formed communities, including the need for security, religious freedom, law, and material well-being
- 3.2.C—Compare ways in which various other communities meet their needs
- 4.2.A—Summarize the motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion
- 4.2.C—Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón
- 5.1.A—Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain
- 6.1.A—Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade
- 7.2.C—Identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and individuals such as Fray Damian Massánet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo
- 7.2.F—Contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas
- 8.2.A—Identify reasons for European exploration and colonization of North America

Hands-On Activity: Your Voyage TEKS Alignment

Social Sciences:

- K.6.A—Identify basic human needs of food, clothing, and shelter
- K.6.C—Explain how basic human needs can be met such as through self-producing, purchasing, and trading
- 1.8.B—Identify ways people exchange goods and services
- 1.19.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
- 2.20.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
- 3.17.B—Sequence and categorize information
- 3.19.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
- 4.23.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
- 5.26.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
- 6.23.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
- 7.23.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
- 8.31.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

Our Stories: The History Inside MCB

The following is a brief overview of the history covered inside Museum of the Coastal Bend.

Archaeology

Archaeologists study artifacts—objects made or used by people—to learn about the past. While the objects themselves can be important, often the most important part is the context: the location of the objects in relation to things around them. For example, some archaeologists use stratigraphy (the study of layers in the earth) to determine how old an artifact is. Context also gives clues about what an object was used for—a sherd found near animals bones might have a different use from a sherd found near a burial site. During an excavation, archaeologists make detailed notes on the position of every artifact and its relationship to the rest of the site. This helps them research the historical context of the site.

First Peoples

Current archaeological evidence suggests that humans have been living in Texas for about 13,000 years—since around 11,000 BC. The first Texans were nomads—they traveled from place to place depending on the seasons and available resources. In fall and winter, they lived on the coast, taking advantage of the Gulf's fish and shellfish. In spring and summer, they moved inland, hunting game and gathering plant resources on the plains.

Some of the foods that were available on the Coastal Bend included bison, deer, rabbits, birds, turtles, oysters, clams, scallops, a variety of fish, prickly pear, pecans, mesquite beans, squash, acorns, berries, mustang grapes, agave, and yaupon holly tea. In the earliest days of humans in Texas (until around 10,000 years ago), mammoths, mastodons, and giant bison were also prey species.

Nomadic peoples in Texas' warm climate lived in simple homes, wickiups, which could be built quickly and easily with materials at hand. These home were then left behind when the group moved on. The wickiup was a domed structure made from slender poles bent over and tied together at the top, and thatched with woven grass mats or covered in animal hides. They were probably 10-12 ft. in diameter.

Indigenous people used the area's resources to make a variety of different tools and objects. The ones that have survived the best are those made of stone, shell and bone. Although people also made clothing, baskets, and nets, those soft organic materials are extremely rare artifact finds.

Most of the stone tools we find in this region are made from a stone called chert, which is found in riverbeds in this area. Places where lots of stone work was done are called lithic processing sites—these are where raw stone was collected and the basic process of shaping began. By carefully chipping away small flakes, you can shape a stone into a useful tool; this is called knapping. Styles of tools changed from group to group, region to region, and over time.

Around 500 AD, people in the Coastal Bend began using two major new technologies: agriculture and pottery. Before, people moved across the region, living on the food sources in an area until they were gone and then moving on to the next plentiful location. Agriculture meant that groups could be more sedentary—tending to crops that provided enough food to live on without having to seek out new resources. Pottery allowed people to store excess food for a later time, which meant groups did not have to travel as much to find food.

Around 700 AD, people in Texas began using the bow and arrow. This tool gradually replaced the atlatl as the primary hunting tool. Large dart points began to give way to small arrowheads. From this era onwards, we know that people of the Coastal Bend had trade networks that spanned hundreds of miles from northern Mexico throughout Texas, and perhaps further. The major groups living in our region at this time were the Karankawa, Aranama, and the Tamique.

From the 1500s (with the first Spanish explorers in North American) onward, native lifestyles changed considerably. The Spanish brought horses, which were either traded or escaped their masters and ended up caught by local people. Europeans also brought and traded guns. Horses and guns both had a huge impact on how native peoples lived. These new items improved the hunting efficiency of Native Americans; however, they also increased competition and conflict between groups.

As time passed, more and more people claimed and adapted the land in Texas. New diseases killed indigenous peoples who didn't have built-up immunity. Spanish missions also intentionally altered the native peoples' cultures. Due to a combination of these factors, the Karankawa became a fragmented group by the 1850s. Many other local groups of Native Americans shared this same fate.

<u>French Exploration</u>

René-Robert Cavelier, Sieur de la Salle was a 17th century French explorer. He had explored the Great Lakes and followed the Mississippi River from north to south in the early 1680s, trading

with and learning the languages of the different native people who lived in the river valley. This experience made him confident about claiming further territory for France.

In 1684, King Louis XIV of France authorized La Salle to sail to the mouth of the Mississippi River to start a French colony. France had already claimed land in what is now Canada, but those northern ports froze over in winter and could not act as year-round shipping centers. A southern port would be an important economic and political asset. A less public reason for the voyage was to find and capture the Spanish silver mines in northern Mexico—large explosives recovered from the wreck of *La Belle* suggest that La Salle came prepared to attack the mine's defenses.

The expedition set sail in the summer of 1684 with around 400 people on four ships: *l'Aimable*, a supply ship; *Le Joly*, a warship escort; *Le St. François*, a ketch; and *La Belle*, a small frigate (about 35 people were aboard this ship). They sailed to Haiti (then called St. Domingue) in about two months, and spent a further two months there taking on supplies. Near Haiti, *Le St. François* was captured by Spanish privateers. After a further two months of sailing (about six months after leaving France), the remaining three ships made landfall on the Texas coast.

In the 17th century, sailors had several different tools to help them navigate at sea. These included maps, magnetic compasses, an instrument called a cross staff (used for determining latitude), and an instrument called a nocturnal for telling time at night (this could also be used for determining longitude). During this period, latitude was fairly easy to calculate, but there was no accurate method for determining longitude while at sea. The land-based method relied on the swaying of a clock pendulum—this could not swing properly on a moving ship. Thus, maps were not exact and longitude readings were estimates. This problem contributed to La Salle's expedition ending up about 400 miles west of his intended destination.

In February 1685, the La Salle expedition set foot on Texas soil at Matagorda Bay. The large warship escort, *Le Joly*, returned to France. It took with it many of the would-be colonists who decided they no longer wanted to live in this place. *La Belle*, a small ship, easily crossed through the shallow pass into the bay, but *l'Aimable* was too heavy in the water. It was decided that some of the cargo needed to be unloaded, and so 8 cannons were among the first pieces to come off the ship. Now lighter, *l'Aimable* attempted to enter the bay but ran aground. It took with it most of the colony's supplies.

The colonists, numbering approximately 180 at this point, set up a camp on the bank of Garcitas Creek (in Victoria County about 26 miles southeast of the museum). They used timber from the

wreck of *l'Aimable* to construct a total of six rough buildings, and placed the cannons around what they called Fort St. Louis.

Life was not easy for the colonists. They dealt with new plants, animals, and climate. Some people ate prickly pear cactus fruit without removing the almost-invisible spines, which caused their throats to swell up until they couldn't breathe. Others labored too hard with too little food and water. Additionally, colonists faced the Karankawa, the indigenous people of the area. After the wreck of *l'Aimable*, the Karankawa and the French fought over various pieces of cargo that had washed ashore. This conflict created a bad relationship between the two groups.

One of the colonists, Henri Joutel, kept a journal of the expedition. He describes daily life at the fort: hunting bison, caring for the colonists' livestock (pigs, chickens, and a pair of goats), and running into difficulties at every turn.

When La Salle set off on foot to look for the Mississippi, he ordered *La Belle* to be loaded with the colony's supplies. His purpose was so that the ship could meet the land party when they arrived and they'd be able to set up the colony in its proper location. Unfortunately, in February 1686, *La Belle* sank in a storm. There were 27 people living on the ship at the time; six survived. The wreck of *La Belle* was a terrible loss to the colonists—they were low on supplies and now had no way to travel on the rivers or the sea.

In January 1687, La Salle and 16 other men, including Henri Joutel, left Fort St. Louis once again to continue looking for the Mississippi. Only about 20 people remained at the fort. During the trek westward, two of La Salle's men killed three others after arguing over food. They immediately decided that the only way to avoid La Salle's anger over this was to kill him as well. They shot him near present-day Navasota.

The remaining members of this land party continued onwards. They eventually did reach the Mississippi (after about seven months of walking). When they arrived at the Mississippi they met other French colonists from the existing settlements on the river near the Great Lakes. The expedition continued all the way to Canada (arriving in Montreal in July 1688); in the end, only 7 men survived.

Meanwhile, back at the fort, life continued much as it had before. Then, in late 1688 or early 1689, Karankawas attacked the fort for a final time. They killed the adults and took five children into the tribe (this was common practice among Coastal Bend peoples—adults were considered enemies but children could do useful work). After this attack the fort was left empty.

Archaeology of *La Belle*

Multiple historical accounts recorded the wreck of *La Belle*, including Henri Joutel's journal and Spanish expeditions looking for the colony who had seen the remains of *La Belle* and marked it on various maps. However, the exact position was unknown until 1995. Archaeologists found the ship under 12 feet of water and a layer of silt. The water was too murky to conduct an effective underwater investigation, so the team built a cofferdam. The dense, thick silt and mud of the bay protected *La Belle* from worms and bacteria that would have normally eaten away at the ship. Nearly two million artifacts were recovered over the course of the excavation providing an incredible record of the things 1680s-explorers thought were important to have when starting a new colony.

Spanish Response and Settlement

During the time that La Salle's expedition was struggling, reports of the French presence in Texas made their way to Spanish officials in Mexico. At this time, Spain did not have any settlements in Texas, and had not done much exploration of the territory. Knowing that France started a colony in the southern part of North America prompted the Spanish government and its agents in Mexico to take a greater interest in Texas and lay a stronger claim to the land.

In order to assert Spanish control over the territory, the government sent expeditions in search of the French fort. After several unsuccessful searches, a group led by Alonso de León discovered Fort St. Louis in 1689. They found and buried the remains of three people, buried the eight iron cannons. In the same year, the Spanish returned to the site and burned the French buildings that remained. They did not yet begin to occupy this site.

In 1722, about 30 years later, the Spanish returned to the site of Fort St. Louis to build their own fort, Presidio La Bahía. After such a long absence, they were unable to find the buried cannons—these cannons remained buried until 1996 when they were found by an employee of the ranch where the site is now located.

Missions

Missions were self-contained communities established by the Spanish church and state to convert native people to the Christian faith and a more European lifestyle. The goal was for Native Americans to fall under the control of the Spanish government in New Spain. Native peoples also provided a source of manual labor that would add to the economy of the area.

Missions were intended to be temporary and once a group of Native Americans was converted, the mission was to be secularized, and the group would operate like any other community. The problem with this plan was that most Native Americans never fully converted and continued to pass on the traditions they had growing up.

Native Americans and Spaniards living in Mission Espíritu Santo would cook meals, tend gardens and livestock, and complete chores around the mission including washing and sweeping. Other residents would learn trades and were able to make repairs to the mission and create needed items such as candles, thread, and cloth.

The Spanish did not force Native Americans into the missions; however, force was sometimes used to keep them in. Presidio soldiers might go after people who left the mission and bring them back whether they wanted to return or not.

Native Americans sometimes chose to join missions because they provided an abundant, year-round food supply. Missions were also protected from attack by presidios and could offer protection to Native Americans from enemies. Most Native Americans stayed in a mission only temporarily. They would leave to practice their traditions and then return as their needs required.

Mission Espíritu Santo was constructed across the creek about 3 miles from La Bahía. The mission's full name was Nuestra Señora del Espíritu Santo de Zúñiga (*Espíritu* was the Spanish name of Matagorda Bay, and Báltasar de Zúñiga was viceroy of Spain at the time). It is one of the oldest missions in Texas, and one of the most successful in terms of relationships with indigenous peoples (although not with the Karankawa, its original intended congregation).

The mission moved several times and in total had 4 locations. The first location was Garcitas Creek; historians debate as to whether or not the mission was actually built on this site. The second location was on the Guadalupe River in what is now Riverside Park. The mission was on this location from approximately 1725-26. The mission moved again to a now privately owned ranch and remained there until 1749. It was not until 1749-50 that the mission moved to the San Antonio River just south of present day Goliad, where it still stands today (after careful reconstruction).

Originally, the mission was intended to convert the Karankawas, but that group did not adopt Spanish culture. After moving away from Garcitas Creek, the mission served the Aranamas and Tamiques, who were more inclined to adopt mission life.

Mission Espíritu Santo was the first large cattle ranch in Texas. Estimates of the number of cattle belonging to the mission are as high as 40,000 (at its final and recent location in Goliad). Other resources produced at the mission included horses, mules, sheep, oxen, corn, cotton, melons, potatoes, peaches, and figs.

In 1830, the mission was secularized and it stopped working to convert the native population. This was the fate of all the Spanish missions from around 1790 to the early 1800s.

Mexican independence

The late 1790s were a time of unrest in Spanish-colonial Texas. European influences had radically changed native culture, both unintentionally and by design. Groups like the Comanche and Apache were displaced from their ancestral homes, and aggression was common among the people then living in Texas.

In 1821, Mexico fought for and won its independence from Spanish rule. At this time, Texas was sparsely populated which Mexico wanted to change. A larger population in Texas would boost the economy (which was struggling after the war for independence), and provide a buffer against raids from Native Americans and claims on the land by the United States. To encourage settlers, the Mexican government passed colonization laws outlining the amount of land from *empresarios*, or land agents. The first *empresario* to start a colony in Texas was Stephen F. Austin. He began with about 300 families on the Brazos River. The settlers there would become known as the Old Three Hundred. As *empresario*, Austin was responsible for recruiting good citizens and maintaining supervision over his colony.

A Mexican merchant-soldier named Martin De León was another *empresario* in Texas. He started a new colony on the Guadalupe River. The settlement, begun in 1824 with 41 Mexican families, grew into the city of Victoria. It was the only colony at this time that was composed of mainly Mexican families, rather than Anglo-Americans.

Vocabulary

Archaeology:

- Archaeologist—someone who studies archaeology
- Archaeology—the study of human history through objects and their locations.
- Artifact—any object made or used by people
- Cofferdam—a watertight enclosure pumped dry to permit construction work below the waterline, as when building bridges or repairing a ship.
- Excavation—the systematic unearthing of and data recovery from an archaeological site
- Excavation unit—a square hole of predetermined uniform size that is excavated from an archaeological site
- Feature—a component of an archaeological site that cannot be removed from the site
- Flotation—a data recovery technique that involves placing a soil sample from an archaeological site in a water tank and collecting the tiny artifacts that float to the top
- Midden—an area where refuse (usually with high organic content) is stored
- Sherd—ceramic fragment
- Shovel test pit—a small test hole that is excavated to determine the presence or absence of an archaeological site on a project area
- Silt—fine sand, clay, or other material carried by running water and deposited as a sediment, especially in a channel or harbor.
- Stratigraphy—the layering of soil deposits over time. Each individual layer is referred to as a strata
- Transect—a linear area of land from which samples are taken in order to determine the presence of absence of archaeological material in the region
- Transit—an instrument that is used to create a map of an archaeological site prior to excavation. Allows archaeologists to determine things such as topography, landmark location, and what areas should be excavated.
- Typology—the organization of artifacts into groups based on shared attributes such as function, decoration, or temper.

Early People:

- Agriculture—the science or practice of farming, including cultivation of soil for the growing of crops and the raising of animals to provide food, wool, and other products
- Atlatl—a stick used by Eskimos and early Native Americans to propel a spear or dart
- Biface—a stone tool that has been flaked on two sides
- Chert—a very fine-grained rock that is commonly used in the production of stone tools
- Core—the primary stone from which flakes have been removed
- Debitage—stone debris left over from the production of a stone tool
- Drills—used to make holes in a variety of materials including wood and bone
- Flake—a stone fragment that has intentionally been removed from a core or a tool
- Gouges—tools for carving wood; generally oblong with a slanted sharpened face at one end
- Knapping—the shaping of flint, chert, obsidian or other conchoidal fracturing stone through the process of lithic reduction to manufacture stone tools, strikers for flintlock firearms, or to produce flat-faced stones for building or facing walls, and flushwork decoration
- Hand axes—chopping tool; a large stone with one end sharpened this a blade, the other rounded for holding in the hand
- Lithic—of the nature of or relating to stone
- Mano & metate—a grinding tool; a roundish stone (the mano, held in the hand) was ground against a large flat stone (metate) to crush grains, nuts, or berries
- Nomadic—moving around, not having one permanent home
- Pottery—pots, dishes, and other articles made of earthenware or baked clay
- Projectile point—a sharp tip made to attach to a thrown or launched weapon
- Scrapers—tools for scraping flesh off hides; they were usually fairly board and thin
- Sedentary—staying in one area, living in one place
- Temper—a small hard substance that is added to clay prior to the forming and firing of a ceramic vessel (examples include sand, quarts and crushed sherds). It serves to strengthen a vessel and prevent it from cracking during firing

La Belle

- Stern—back of the ship
- Bow—front of the ship
- Amidships—the middle of the ship
- Aft—movement toward the stern of the ship
- Aground—resting on or touching the ground. Usually involuntary.
- Beam—the width of a ship
- Frigate—a sailing warship of a size and armament just below that of a ship of the line (light and fast)
- Keel—the central structure basis of the hull
- Hull—the shell and framework of the basic flotation-oriented park of the ship
- Ketch—a two-masted, fore-and-aft-rigged sailboat with a mizzenmast stepped forward of the rudder and smaller than the foremast
- Deck—the top of the boat
- Mast—a vertical pole on a ship which supports sails or rigging
- Main mast—tallest mast on the ship
- Foremast—Mast closest to the bow
- Mizzen mast—third mast or mast closer to the stern
- Hold—the lower part of the hull. Usually used for storage
- Lazarette—small stowage locker at the aft end of the ship
- Aft hold—storage area towards the stern of the ship
- Main hold—the bulk of the storage area
- Bow compartment—stowage at the bow
- Privateer—an armed ship owned and officered by private individuals holding a government commission and authorized for use in war, especially in the capture of enemy merchant shipping.
- Rudder—a flat piece, usu. of wood, metal, or plastic, hinged vertically near the stern of a boat or ship for steering.

Spain in Texas

- Empresario—a person who had been granted the right to settle on land in exchange for recruiting and taking responsibility of new settlers
- Land Grant—a gift of real estate-land or its privileges-made by a government or other authority as a reward for services to an individual, especially in return for military services
- Mission—a body of persons sent to a foreign land by a religious organization, especially a Christian organization, to spread its faith or provide educational, medical, and other assistance.
- Presidio—a Spanish fort or military base, built to protect territory under Spanish control

Cannons

- People
    - Wormer—person who checks that the inside of the cannon is clear and then loads things inside
    - Rammer—person who makes sure that the load is where it needs to be
    - Powder Monkey—person who handles the powder and the cannonball
    - Primer—person who prepares the cannon for firing
    - Cannoneer—person who fires the cannon
    - Gun Captain—person who leads the crew and gives the commands
- Phrases
    - "Search the piece"—means checking to see that the inside of the cannon is clear
    - "Sponge the piece"—means insert the sponge into the cannon to extinguish any sparks that might be inside
    - "Advance cartridge"—bring the cartridge to the front of the cannon and give it to the Wormer
    - "Charge with cartridge"—put the cartridge into the bore
    - "Ram down cartridge"—using the ram, push the cartridge to the end of the bore
    - "Advance the shot"—get the cannon ball ready and bring it to the Wormer
    - "Charge with shot"—place the cannonball down the bore
    - "Ram down shot"—use the ram to push the cannonball back until it is against the cartridge

    - “Prick and prime”—prick the cartridge bag and pour priming powder into the vent on the back of the cannon
    - “Gauge the piece”—aim the cannon
    - “Have a care”—prepare to fire and make sure you are safe
    - “Fire”—light primer powder and shoot the cannon
- Tools
    - Worm—tool used to remove any debris from the cannon barrel
    - Sponge—tool that is dipped in water and then used to extinguish any sparks remaining in the cannon
    - Ram—used to push the cartridge and cannon ball to the back of the bore
    - Cartridge—sack containing gunpowder and later in history also included shot
    - Priming powder—powder poured into the vent that is then set on fire and causes the cartridge to go off and the cannon to shoot
    - Linstock—slow burning fuse on a stick that is used to light the primer powder
    - Shot—cannonball
- Terms
    - Bore—hole that runs down the center of the cannon
    - Muzzle—front end of the cannon
    - Breech—
    - Vent—opening in the cannon that allows a small hole to be made in the cartridge
    - Recoil—the backward movement of the cannon after it has been fired

Name:_____ Class:_____ Date:_____

General Pre/Post Museum Visit Test

Carefully read each statement. Circle T is the statement is true. Circle F is the statement is false.

1. The first people arrived in Texas before the Great Pyramids were built.	T	F
2. The bow and arrow was used before the atlatl.	T	F
3. Houses built by Texas's first people were covered with grass mats.	T	F
4. Scientists can learn the age of a person from their bones.	T	F
5. Artifacts are objects used by people of the past.	T	F
6. Archaeologists used a cofferdam to excavate *La Belle*.	T	F
7. La Salle set sail from Europe with 4 ships.	T	F
8. La Salle planned on landing in Texas.	T	F
9. La Salle did not bring any items from France to use for trade.	T	F
10. The cannons in the Museum of the Coastal Bend were used by the Spanish.	T	F
11. Spain built Presidio La Bahía where Fort St. Louis once stood.	T	F
12. There were no Spanish missions built in this part of Texas.	T	F
13. Presidio La Bahía was shaped like a square.	T	F
14. The Spanish formed the beginning of the Texas cattle industry.	T	F

Name:_____ Class:_____ Date:_____

First Peoples Pre/Post Museum Visit Test

Carefully read each statement. Circle T is the statement is true. Circle F is the statement is false.

1. Arrowheads are smaller than dart points. T F
2. The Karankawa, Aranama, and Tamique all lived in the Coastal Bend. T F
3. If you find an artifact you should pick it up and take it home. T F
4. Yaupon holly is the only North American plant containing caffeine. T F
5. Early peoples did not make anything out of stone. T F
6. The tools of early peoples were mostly made of a stone called chert. T F
7. Nahuatl is a European language brought over by the French. T F
8. Early peoples were nomadic, and moved to take advantage of food sources. T F
9. To be sedentary means you stay in one place. T F
10. Explorers from Spain and France never encountered Texas's early peoples. T F
11. Thousands of years ago, sea levels rose and people did not live near the coast. T F
12. Archaeologists can tell how old an artifact is based on its style and context. T F
13. Arrow heads, dart points, axes, and other tools were made from stone. T F
14. Mastodons never lived in what is now Texas. T F

Name:_____ Class:_____ Date:_____

French Explorers Pre/Post Museum Visit Test

Carefully read each statement. Circle T is the statement is true. Circle F is the statement is false.

1. The French used wood from their ships to build their settlement. T F
2. The French did not bring items to use for trade with Native American groups. T F
3. A firepot is a kind of explosive. T F
4. On their voyage from France, sailors ate mostly fruits and vegetables. T F
5. None of the settlers died. T F
6. Henri Joutel kept a journal of his time on La Salle's expedition. T F
7. La Salle made it to Texas with all 4 of his ships. T F
8. The surviving French colonists walked to Canada. T F
9. The expedition left France in 1684. T F
10. La Salle arrived on the Texas coast in 1689. T F
11. The *La Belle* shipwreck was found in 1995. T F
12. La Salle landed in Texas but he was trying to get to the Mississippi River. T F
13. La Salle intended to use the beads he brought from France as a trade item. T F
14. France wanted a Gulf Coast Colony to trade with Spain and Britain. T F
15. *La Belle* was built from a ship kit. T F

Name:_____ Class:_____ Date:_____

Spanish Settlement Pre/Post Museum Visit Test

Carefully read each statement. Circle T is the statement is true. Circle F is the statement is false.

1. Presidio La Bahía was first built on the site of Fort St. Louis.	T	F
2. La Salle started the city of Victoria.	T	F
3. The purpose of missions was to change native culture and settle the land.	T	F
4. Espíritu Santo never changed location.	T	F
5. Spaniards used both swords and guns as weapons.	T	F
6. Horses did not change the Comanche culture.	T	F
7. When the Spanish found Fort St. Louis they buried the French cannons.	T	F
8. Soldiers who lived in the Presidio lived in houses called *jacales*.	T	F
9. Mexico achieved independence from Spain in 1799.	T	F
10. The Spanish built presidios to help solidify their hold on Texas.	T	F
11. Those who lived in presidios or missions completed tasks including cleaning.	T	F
12. Only people from Spain lived in presidios and missions.	T	F
13. Today, people can visit Presidio La Bahía and Espíritu Santo in Goliad.	T	F
14. Presidio La Bahía was built in the shape of a star.	T	F
15. Presidios were shaped like stars because they looked better.	T	F

Name:_____ Class:_____ Date:_____

Early Grades Pre/Post Museum Visit Test

Carefully read each statement. Circle T is the statement is true. Circle F is the statement is false.

1.	The cannons belonged to La Salle.	T	F
2.	Texas's first people lived in houses made of stone.	T	F
3.	An archaeologist studies artifacts.	T	F
4.	Early peoples used atlatls to hunt.	T	F
5.	There are no artifacts in the Museum that had to do with food.	T	F
6.	Some of the artifacts are similar to things we still use today.	T	F
7.	Presidio La Bahía is shaped like a square.	T	F

Answer Keys

General Museum Scavenger Hunt

1. F
2. F
3. T
4. T
5. T
6. T
7. T
8. F
9. F
10. F
11. T
12. F
13. F
14. T

First Peoples Scavenger Hunt

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. T
9. T
10. F
11. T
12. T
13. T
14. F

French Explorers Scavenger Hunt

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. T
9. T
10. F
11. T
12. T
13. T
14. F
15. T

Spanish Settlement Scavenger Hunt

1. T
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. F
10. T
11. T
12. F
13. T
14. T
15. F

Early Grades Scavenger Hunt

1. T
2. F
3. T
4. T
5. F
6. T
7. F

Pre-Museum Visit Activities

Elementary Grades

Coins as Clues:

- A single artifact has the potential to reveal a lot of information about the culture it's from. Archaeologists work to interpret these clues, draw conclusions, and make hypotheses. You can use coins to get your students thinking about this process.
- Materials: Coins (variety), pencils, and paper
- Instructions: Have students form groups of three or four, and give each group a couple of coins (American currency or foreign if you have it). Their task is to record as many features of the culture as they can based on the coins. For example, these people have a number system and a written language; they have a deity (from "in God we trust"); they construct monumental buildings; etc.
- What is the evidence for each claim? Is it proof or a guess?

Flags and Symbols:

- The flags of seven different governments have flown over Texas (France, Spain, Mexico, the Republic of Texas, the Confederate States of America, and the United States of America). Flags use symbols, patterns, and colors to represent governments.
- Materials: Construction paper, scissors, glue, markers/crayons
- Instructions: Have students study the six flags over Texas, and then design a flag to represent their family or school.
- Students can then share why they chose their flag's design. They also make great classroom decorations.

Starting a Colony:

- Both and Spanish and the French settled areas far from home. Examining items brought to the New World by explorers shows what was important to them, and what they felt their needed to survive.
- Materials: Paper, pencil, markers/crayons
- Instructions: Have students make a list of what they would bring with them from home and why they would bring them (instead of listing can also draw pictures of what they would bring). Then have them sort items out into which items help satisfy needs and

wants. For example, if they bring photos they are fulfilling a want, and if they bring water or a tent they are satisfying a need.

- What did most students bring? What did they forget to bring?

Secondary Grades

Ethics of Archaeology

- The Museum has many artifacts from several periods in history. These artifacts come from various archaeological sites, and play and important role in what we understand about the past. Pothunters are people who disturb archaeological sites and take artifacts to sell later. When this occurs, it makes it almost impossible to recover artifacts and other information about the site.
- Materials: Paper, pencil, and internet for research
- Instructions: Have students pretend they are going to have to give a lecture on how to protect archaeological sites. The presentations should include what types of damage pothunters can inflict on a site, why archaeological sites are important, and three simple rules to help keep sites safe and preserve the information contained in them—for example, if you find an artifact leave it alone and call the local preservation society.
- This is a good time to familiarize students with Texas protocol for archaeological sites and state law regarding artifacts.

Post-Museum Visit Activities

Elementary Grades

Modern Museum

- Students have learned that museums hold artifacts and tell people what life was like in the past. It is sometimes hard to imagine what future archaeologists will think of us and what conclusions they will draw from what we have left behind.
- Materials: Computer paper, pencils, crayons/markers
- Instructions: Have students design their own museum. They can design everything from what should go in it, how everything should be displayed (by culture, by items, by use, etc.), to how big the museum should be. *This can also be done as a class project.* Students should make a list of what items from our period in history should go in a museum and why. Once their list is finished they should design their museum and decide what will go where. Many museums are in historic buildings while others are housed in buildings with more modern architecture. Each decision should have a reason behind it, whether it was for looks or for practicality.
- If done individually, have students share a little bit about their museums.

A Colonist's Life

- One of La Salle's colonists, Henri Joutel, kept a journal during the expedition—it's an amazing record of the settlers' daily lives.
- Materials: Pencil and paper (markers if you would like the students to illustrate their journals)
- Instructions: Have students write a journal entry in which they imagine they are colonists in Texas in the 1600s. What would they bring? What challenges would they face? Why might they have chosen to leave their familiar lives and start over in a strange place?
- Students can share parts of their journals with the class. Compare and contrast what students chose to bring, why they decided to leave their home, and the challenges they imagined they would face.

Secondary Grades

Point of View Defense

- The Spanish mission system in Texas had a big impact on our state—it changed indigenous cultures, and was the origin of the cattle industry that is still so important to Texas today. At MCB, students learn the history of a mission-presidio complex started in Victoria County, and see artifacts from the people living there.
- Materials: Paper and pencil
- Instructions: Break students into groups (if the class is small enough, split into two groups). The groups must work together to defend either 1. The Spanish mission system in Texas benefited the people living in the state or 2. The Spanish mission system in Texas was harmful to Texas culture. Students should take what they learned from their time at the Museum and conduct research to find information that supports their points. The groups must then defend their point using what they have learned.
- This can also be done as an essay topic.
- This activity is a good jumping off point for a discussion on what historians do and how they interpret history.

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- This activity can also be used over the course of a week or a month.