

TEXANS ONE AND ALL TOUR EDUCATOR GUIDE

Pre- and Post-Visit Classroom Activities
Based on Texas Essential Knowledge & Skills



UTSA INSTITUTE OF
TEXAN CULTURES

IN ASSOCIATION WITH THE SMITHSONIAN INSTITUTION

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Introduction

Dear Educator,

A visit to a museum is always a fun and exciting time for students and you can make their visit even more meaningful by implementing a few simple activities in your classroom. The *Texans One and All Tour Educator Guide* provides you with hands-on learning and discussion activities designed to be completed prior to and after your visit to the Museum. These activities will introduce your students to themes they will encounter during their *Texans One and All Tour* and allow them to expand and reflect on their experiences after their visit. The *Texans One and All* tour and contents of this guide are based on Social Studies and English Language Arts and Reading TEKS and can easily be modified for lower or upper grades depending on your individual classroom needs.

For additional resources and information on ITC exhibits and tours, please visit <http://www.texancultures.com/resources/>

If you have any questions or would like more information on materials, resources and services for students and educators, please do not hesitate to contact us.

Respectfully,

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Using this Educator Guide

The *Texans One and All Tour Educator Guide* features a series of inquiry-based and hands-on activities for your use in the classroom. These activities are designed to help students use what they have learned in the classroom to make connections with important concepts explored during their tour at the Institute of Texan Cultures. These activities will enhance and supplement their learning experience while also emphasizing the important role museums play in preserving the past for future generations.

A variety of classroom activities and discussion questions are provided here. Feel free to use our ideas or create your own activities using these materials. Whether you've got five minutes or a full hour, you're sure to find something you can use to enhance your students' experience!

"Big Picture" Understanding:

The following "Big Picture" Understanding is central to the *Texans One and All* tour and highlighted throughout the lessons provided in this resource guide. Please review and discuss as a class prior to your visit.

- People have come from all over the world to make Texas their home, bringing their histories and traditions and blending them with other cultures to make Texas the great state it is today. We are Texans, one and all!

Pre-Visit Classroom Activities:

Preparing for Your Visit – These discussion questions will help you get your students thinking about the role and importance of museums within the community and what they wish to learn by visiting the Museum.

When I Visit the Museum... – This worksheet, designed to be used individually or in conjunction with the pre-visit class discussion questions, will help guide your students in thinking about what they want to see and learn when they visit the Institute of Texan Cultures.

What is Culture? – In this activity, students will gain a better understanding of culture by creating a drawing, poem, diagram, essay or other artistic representation of their own culture.

Swat the Vocab - This activity will introduce students to important vocabulary words that may be covered during their Exhibit Floor Tour.

Texans on the Map – Students will conduct independent research and utilize Internet or other printed world maps to identify countries from which people immigrated to Texas. Students will create a travel "brochure" or other creative project to demonstrate what they have learned.

Post-Visit Classroom Activities:

Post-Visit Class Reflection Ideas – These wrap-up discussion ideas and activities will help guide your students in reflecting upon their visit to the Museum.

A Day in the Life – Students will write a "day in the life" journal entry as a character of their choosing based on what they learned during their exhibit floor tour.

Create a Historical Marker – Students will explain the significance of an artifact, person, event or location discussed during their *Texans One and All* tour by creating a historical marker.

Cultures of Texas – This activity will allow students to develop a deeper understanding of a culture in Texas that they were unable to explore during their *Texans One and All* tour.

Teacher Background Information: Texans One and All Tour

The *Texans One and All* tour at the Institute of Texan Cultures explores why different cultural groups came to Texas, where they settled, the stories and traditions they brought with them, and lasting legacies. Long-term exhibits in the Museum share the stories of many different people who have made Texas home over the centuries. Exploring this rich diversity helps students understand the contributions cultural groups have made in shaping our state into what it is today.

Many different cultural groups are currently represented in our long-term exhibits. The Institute of Texan Cultures' long-term exhibits feature more than 20 of the original cultural groups who settled in Texas including Native American, African American, Italian, English, Irish, Scottish, Norwegian, Swedish, Swiss, Chinese, Wendish, Hungarian, Lebanese, Danish, Dutch, German, Czech, Japanese, French, Tejano, Greek, Jewish, Polish, and Belgian.

One-hour, guided exhibit floor tours include four stops at three different cultural areas and one interpretive area. If you have booked a teacher-led tour, feel free to explore each of the exhibits at your leisure in order to meet your individual classroom needs.



Preparing for Your Visit: Museum Rules and Etiquette

To help ensure your visit is enjoyable, here are a few rules of etiquette to follow. Please go over these rules with your students and chaperones prior to your visit to the Museum. For your convenience, a planning checklist for chaperones is also provided in your **Field Trip Guide**. Let's have a great day!

1. No food, drink, or gum is allowed in the museum at any time.
2. Photography is permitted during your visit, but flash photography is not allowed.
3. Use inside voices when inside the main museum and its outdoor buildings.
4. Listen to your tour guide, and always raise your hand to ask a question.
5. Walk, do not run, in the museum. Stay with your group at all times.
6. When "hands-on" objects are passed around, please handle them gently and pass them promptly so that everyone in your group will have a chance to see.
7. Listen carefully during the tour and try to remember at least one or two "fun" facts or artifacts you learned about in each of the tour stops. You'll need that information to complete some activities when you get back to class!
8. Most importantly, have FUN!

Pre-Visit Class Discussion Ideas:

- Who has been to a museum? What do museums offer that can't be found in a book or online? Why is it important to study history and culture?
- How is visiting a museum different from visiting another cultural site or attraction such as a zoo or park? Why do you think museums are an important part of communities?
- Make an experience chart to discuss what students know about the Museum, what they think they might see and what they want to learn. Save this chart for discussion after the trip. Alternatively, you may use the "When I Visit the Museum..." handout provided in this guide.

Name: _____

Date: _____

When I Visit the Museum...

Directions: Use this worksheet to show what you would like to see and learn when you visit the Institute of Texan Cultures.

When I visit the Museum, I'd like to see...

When I visit the Museum, I'd like to learn...

Pre-Visit Activity: What is Culture?

In this activity, students will gain a better understanding of culture and how different cultures meet basic needs in different ways. Students will demonstrate what they have learned by creating a drawing, poem, diagram, essay or other artistic representation of their own culture.

Before you begin, you'll need to gather the following materials:

- "Comparing Cultures" handout
- Selected "[Texans One and All](#)" Resource Guide readings
- White board or chart paper and markers for brainstorming
- Crayons, markers, or colored pencils and paper for student artwork

Directions:

1. To prepare for the activity, select enough of the "Texans One and All" readings to distribute one of each to small groups of students. They will use these readings to complete the fourth column of their "Comparing Cultures" charts.
2. Begin by asking students what they think the word "culture" means. Culture is defined as the customs, beliefs, laws, ways of living, and all other results of human work and thought that people of the same society share. It is the way people think and act and the objects they make and use. Culture is learned and shared.
3. All cultures everywhere must meet the same basic needs, but the ways in which they meet those needs are different. Engage your students in a discussion about basic human needs. What does everyone need to have in order to survive? Students should respond with answers encompassing the following four basic categories: food and water (sustenance); protection from the elements (clothing and shelter); the need to reproduce the culture (marriage, kinship, education); and the need to make sense out of the world (world views, language, religion). Make a list of student responses and guide them in placing those items into the appropriate categories.
4. Ask students to think about the different ways culture is expressed in how people meet their basic needs. Distribute the "Comparing Cultures" handout to students working in small groups. Display or project a copy of the handout to guide your students in completing their charts. Guide students in listing the basic needs on the left side of the chart.
5. Have students individually complete the second and third columns of the chart.
6. Distribute copies of the "Texans One and All" readings. Each group should have one reading passage. Ask students to read the passage. Then, instruct students to write the name of their cultural group on the line at the top of the fourth column of their handouts. Tell them they will use what they have learned about the culture to complete the column. How does their selected culture meet their basic needs?
7. As a class, compare and contrast the ways different cultures meet their basic needs. Students should notice that while basic needs remain the same, cultures meet those needs in different ways.
8. Using their charts as a reference, have students portray their own culture in an essay, poem, drawing, or other artistic medium. Encourage students to focus only on aspect of culture, such as food, to begin organizing their thoughts.
9. Have students share their work with the class. How does it illustrate the meaning of the word "culture?"

Closure:

1. How is culture expressed in the different ways in which people meet their basic needs? In what ways is culture expressed *outside* of basic needs?
2. Why is it important to know about culture?
3. What do you think you will see and learn about culture at the Museum?

Adapted from Project Archaeology's "Culture Everywhere."

Name: _____ Date: _____

Comparing Cultures

Basic Needs	Modern Americans (Me and my family)	Settlers	

Pre-Visit Activity: Swat the Vocab!

In this activity, students will be introduced to important vocabulary words that may be covered during their Texans One and All tour. This activity can be used to introduce students to new words or as a review to check for previous understanding.

Before you begin, you'll need to gather the following materials:

- Three flyswatters
- Large whiteboard
- Dry erase markers

Directions:

1. Begin by telling students they'll be reviewing a few important words they may hear during their Texans One and All tour at the Museum. You may wish to share some of the background information provided above to help orient your students to the subject matter.
2. Write some or all of the vocabulary words (below) scattered across the board.
3. Divide students into three groups.
4. Have one person from each group come to the board, and give each one a flyswatter.
5. Read each of the definitions below to the students. The first student to strike the correct vocabulary word with their flyswatter earns 1 point for his or her team. Limit the number of times students are allowed to strike the board to keep them from simply guessing. The team with the most points at the end of the game wins!

Vocabulary Words:

- **Immigrant:** A person from one country who comes to live in a new region or country.
- **Colony:** A settlement of people who have left one country to live in another.
- **Culture:** The way of life developed by a group of people to satisfy its needs.
- **Trade:** The buying and selling of goods.
- **Artifact:** An object made or altered by humans.
- **Descendant:** A person's children, grandchildren, and so on.
- **Open Range:** Public land that could be used by anyone, usually for grazing cattle.
- **Sharecropper:** A tenant farmer who is provided with seed, tools, living quarters, and food and receives a share of the value of the crop.
- **Migrate:** To move from one country or area to another.
- **Nomad:** A member of a group that wanders from place to place.
- **Rural:** Of or relating to the country, country people or life; agricultural.

Closure:

1. Review any vocabulary words the students found particularly difficult to understand.
2. Instruct students to listen for these words during their Exhibit Floor tour and think about where they have heard or read these words in their school lessons.

Pre-Visit Activity: Texans on the Map

In this activity, students will conduct independent research and utilize Internet or other printed maps to identify countries from which people immigrated to Texas. Students will also consider their location in the world relative to these countries to help them create a travel “brochure” or other project of their choosing.

Before you begin, you’ll need to gather the following materials:

- Selected [“Texans One and All” Resource Guide](#) readings
- “Texans One and All” Culture List (page 19)
- Large U.S. and world maps
- Crayons, markers, or colored pencils
- Blank poster or construction paper
- Post-it notes

Directions:

1. Begin by telling students that people came from all over the world and made Texas their home, bringing their histories and traditions along with them. Using large maps, orient students to their personal location in the state of Texas. Using the “Texans One and All” Resource Guide as a reference, point out and discuss some of the different countries from which people immigrated.
2. Tell students that they will be creating a tri-fold travel “brochure” or other project focusing on three different cultural groups that played a key role in shaping Texas history. The project can also come in the form of a digital poster, infographic, diorama, etc.
3. Guide students in selecting three of the cultural groups from the “Texans One and All” Culture List below.
4. Students will now conduct independent or group research on their selected groups. Have students consult world maps using the Internet to locate where their groups originated. Provide students with copies of the “Texans One and All” readings for their selected groups, and distribute paper and crayons, colored pencils, or markers so that students may begin illustrating their brochures. The travel “brochures” should include the following:
 - A U.S. map illustrating the students’ location in Texas;
 - World map showing where each of their cultural groups originated;
 - The names of their cultural groups;
5. Have students share their finished products with the rest of the class.

Closure:

1. After students have finished sharing their work with the class, distribute Post-it notes and have them write the names of each of their cultural groups on the notes. Have a representative from each group come up to the front of the class to place their group’s notes onto the map of the world in their appropriate locations.

Back to the Classroom: Post-Visit Reflections

The following class reflection ideas are intended to help your students reflect on what they saw, what they learned, and how it relates both to their school lessons and to their community. These discussion questions may be used in conjunction with one of the hands-on learning activities or completed by themselves, depending on your individual classroom needs.

Post-Visit Class Reflection Ideas:

- Review the experience chart your class created before the visit. What did they see during their tour? What did they learn?
- Review the “Big Picture” Understanding with your students. Discuss the many different ways groups were able to keep their traditions and culture alive in Texas.
- Have students write letters to the Museum about their visit – we love hearing from you! Letters and projects can be sent to UTSA’s Institute of Texan Cultures, Department of Education, 801 E. Cesar E. Chavez Blvd., San Antonio, TX, 78205 or via email at itceducation@utsa.edu.
- Have students record their experiences at the Museum in a creative journal project using words, drawings, or pictures. Then, have students share one or two things they found most interesting with the class.
- Create a classroom museum. Discuss with students the importance of museums in preserving culture and history for future generations, and have students draw a picture or bring in an object from home to share with the class. Why is the object important to you, and why should it be included in the class museum?

Post-Visit Activity: A Day in the Life

Students will write a “day in the life” journal narrative from the perspective of an individual who immigrated to Texas based on what they learned during their exhibit floor tour.

Before you begin, you’ll need to gather the following materials:

- Enough copies of the “A Day in the Life” handout to distribute to your students OR
- Blank notebook paper
- [“Texans One and All” Educator Guide](#) readings for reference

Directions:

1. Begin by telling students they will be writing a journal entry from the perspective of someone who immigrated to Texas.
2. Review with students the different cultural and interpretive areas they visited during their tour. What are some of the similarities and differences between the various cultures? When did each of the groups arrive in Texas, and how did they help shape Texas culture? How did different groups contribute to the development of agriculture, education, the arts, or politics? Encourage students to make connections between what they learned at the Museum and what they have learned in the classroom. It may be helpful to create a graphic organizer or chart on the board to help guide the discussion.
3. Students may base their “character” on any one of the individual people or cultural groups they learned about during their tour. Encourage students to think about what life may have been like based on the artifacts they saw and the stories they heard during their tour. Ask students to describe a typical day in the life of their character – what is your daily routine, what are you talking about, and who are you spending time with? What would your character see, hear, feel, or talk about? Students may find it helpful to review selected readings in the “Texans One and All” Educator Guide.
4. Distribute copies of the “A Day in the Life” handout or blank sheets of notebook paper. Give students time to complete their journal entries, and monitor and assist students as needed.
5. Have students share their journal entries with the class.

Closure:

1. Engage the class in a discussion regarding the reasons they chose to write from the perspectives of their chosen individuals. What did you use from the Museum to inspire your journal writing, and what did you already know about from your school lessons?
2. Review the word “culture” and reinforce the “Big Picture Understandings” with your students (page 3). In what ways did each of their characters help shape Texas culture? What hardships did the various cultural groups overcome in order to succeed in their new home of Texas?
3. In what ways are the students’ characters similar or different? How do their journal entries show that history can be told from many different perspectives?

Modification Idea:

- Instead of writing a journal entry, have students create an Instagram or Facebook-style post to share what their character may have been up to on any given day.

Post-Visit Activity: Create a Historical Marker

In this activity, students will create a historical marker based on an artifact, person, event or location discussed during their *Texans One and All* tour. This activity can be done individually or in small groups.

More than 15,000 markers are used to honor historically significant locations throughout Texas. Historical markers can help commemorate different parts of history, from buildings and sites to events and people. For this activity, students will create a historical marker for an artifact, person, event or location that stood out to them during the *Texans One and All* tour. They will summarize the history of their topic and write about its significance in Texas history.

Before you begin, you'll need to gather the following materials:

- Markers and colored pencils
- Paper for rough draft
- *Historical Marker* handout
- Technology to further research topic (optional)
- Examples of historical markers
 - Information about Texas historical markers can be found here:
<http://www.thc.state.tx.us/preserve/projects-and-programs/state-historical-markers>

Directions:

1. As a class, review artifacts, people, events, and locations that stood out to students during their tour. Record student responses on the board.
2. Explain to students that they will be creating a historical marker about an artifact, person, event or location that they remember from their tour.
3. Show students examples of historical markers and note things that are included in markers, such as:
 - a. Title/name
 - b. Important dates
 - c. A brief history
 - d. Important people
 - e. A state emblem
4. The students' markers should include some of the elements above and a few sentences about the importance of their topic.
5. Have students develop a rough draft for their topic. Allow students to further research their topic if necessary.
6. Once students have completed their rough draft and made revisions, give students time to write their final draft on the *Historical Marker* handout.
7. Have students color and decorate the emblem section appropriately. Students can add more items that represent their topic around the Texas sign.

Closure:

1. Have students present their historical markers to the class and explain why they selected that particular event, location, or person to include on their markers.
2. Discuss as a class why historical markers are important to preserving history.

Extension and Modification Ideas:

- Allow students to create their historical markers digitally or students can create a larger marker on poster and decorate it.
- When presenting markers, partner with another class that did not visit the same areas during the *Texans One and All* tour.

Name: _____

Date: _____

Historical Marker



A large rectangular area with a double-line border, containing 20 horizontal lines for writing. The lines are evenly spaced and extend across the width of the box.

Post-Visit Activity: Cultures of Texas

In this activity, students will research a cultural group that they were not able to visit during their tour. This activity can be completed individually or in small groups.

Before you begin, you'll need to gather the following materials:

- *Cultures of Texas* handout
- [“Texans One and All” reading resources](#)
- “Texans One and All” Culture List
- Digital resources to use during research

Directions:

1. Begin by discussing what cultures students learned about at each stop of their tour. Record this information for students to see during the discussion.
2. Ask students to think about what other cultures are in Texas that they may not have seen on their tour. Have students talk about any areas that they wanted to see in the museum but were not able to.
3. Give students the *Cultures of Texas* handout. Explain to students that they will be researching a culture that they missed on their visit.
4. Determine if you would like students to work in group or individually and assign cultural groups to research.
5. Allow time for students to research their assigned culture and complete their *Cultures of Texas* handout.

Closure:

Have students discuss their assigned culture with the class. Here are some possible discussion questions:

1. What was one interesting fact you learned about your group?
2. What are some traditions that your group practices today?
3. What cultural influence has your group had over Texas?
4. Where did your group settle in Texas? Why?
5. What languages are spoken by your group?

Extension and Modification Ideas:

- After completing the handout, students can create poster boards or digital presentations and present their material to the class.

Name: _____

Date: _____

Cultures of Texas

Country of Origin: _____

Languages Spoken: _____

Religions: _____

Cultural Traditions (*Cultural traditions can include clothing, food, families, homes, songs, music, art, dance*): _____

Why did your group decide to leave their homes and settle in Texas?

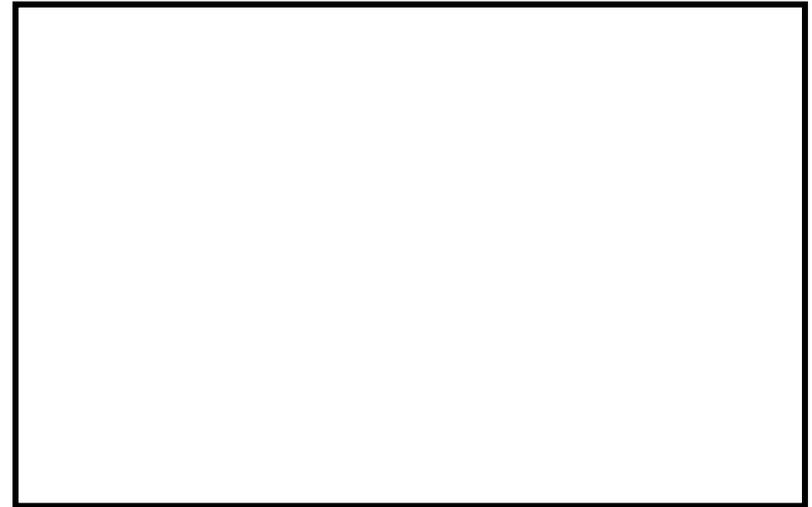
What natural resources and industries were in this region?

What kinds of jobs did your group do when they came to Texas?

What cultural traditions does your group continue to celebrate in Texas?

How has your group influenced Texan culture?

Illustrate your country's flag below.



Where in Texas did your group immigrate?



Texans One and All Culture List

Belgian Texans	English Texans
Swiss Texans	French Texans
Swedish Texans	Greek Texans
Hungarian Texans	Italian Texans
Polish Texans	Scottish Texans
Wendish Texans	Czech Texans
German Texans	Japanese Texans
Irish Texans	Native American Texans
Jewish Texans	Tejano Texans
Lebanese & Syrian Texans	African American Texans
Anglo Texans	Danish Texans
Chinese Texans	Norwegian Texans
Dutch Texans	

References

Texas Historical Commission. "Official Texas Historical Markers." *Texas Historical Commission*. Last modified June 2012. <http://www.thc.state.tx.us/public/upload/thc-historical-markers-factsheet.pdf>

Texas Essential Knowledge and Skills for Social Studies

§113.19. Social Studies, Grade 7. (b) Knowledge and skills. (11) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to: (A) analyze why immigrant groups came to Texas and where they settled; (B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas. (19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to: (A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances; (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and (D) identify contributions to the arts by Texans such as Roy Bedichek, Diane Gonzales Bertrand, J. Frank Dobie, Scott Joplin, Elisabet Ney, Amado Peña Jr., Walter Prescott Webb, and Horton Foote. (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; and (D) create written, oral, and visual presentations of social studies information.

Texas Essential Knowledge and Skills for English Language Arts and Reading

§110.19. English Language Arts and Reading, Grade 7. (b) Knowledge and skills. (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches. (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another. (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas. (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.