

CELEBRATE
EARLY TEXAS

AT THE STATUE



See the smoke fill the air as you learn how to fire a cannon.



Smell the stew bubbling as you learn how to cook over an open fire.



Scramble after hoops as you learn games played in the 1830's.



Listen to the story tellers as you learn how Texas became a Republic.

Celebrations at Austin-Munson County Park

Field Trip Overview

Length of Program: 2 hours

Learning Outcome: Students will be able to discuss Stephen F. Austin and his colony's contributions to early Texas by examining their impact on the geography, economy, and government of the Eastern Interior Provinces Of Mexico.

Activity: Students will move in 15 minute increments to seven stations. Each station will introduce students to aspects of life in colonial Texas. Because there will be more than seven stations, each small group has the potential to cover stations different than others in their class.

The event is free, however, we do require advance registration. To register your class, please call: 979-8459-5965

Or email: jenniferp@brazoria-county.com/jamesg@brazoria-county.com

Hello,

The *Celebrations Educators Guide* helps you, the educator, connect our field trips to the classroom. It introduces the ideas and themes that will be reinforced with interactive stations at our site. Because we host the field trip two times a year, this guide is meant to be a flexible framework. This will allow you to choose how to best integrate the material into your classroom.

Three lesson plans aligned to the 4th grade TEKS are presented, accompanied by a learning outcomes developed with Bloom's Taxonomy. Each lesson begins with a small essay. These essays are meant to highlight major topics and focus you on items of interest. Following these essays are classroom activity that should take between 20 and 30 minutes. These optional activities can be used prior to the field trip to introduce students to topics or as post-field trip activities to gauge their learning. Activities can be used in any combination, depending on the needs of the classroom.

This guide is not meant to be used during the field trip. The focus of the field trip is on the interactive stations. These stations will help engage the student by covering the material in a variety of hands-on activities. There are no hand-outs or worksheets for the field trip itself.

We hope your students have an amazing time with us. If you have any further questions please reach out to us at 979-849-5965. We look forward to working with you,

The Stephen F Austin-Henry
Munson Historical County Park

Field trips at the statue are graciously organized, sponsored and carried out by the following groups:



The Geography of Austin's Colony

Learning outcomes: TLW analyze a plat map to discover how land grants were issued in Austin's Colony.

This will align with Texas Essentials for Knowledge and Skills for Grade 4

(6) Geography. The student uses geographic tools to collect, analyze, and interpret data.

(2)(E) History identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin.

Land attracted settlers to Austin's Colony. The 1820's were a boom time for cotton, commanding some of the highest anti-bellum prices. Land sold at a premium in the Southern United States, as planters scrambled to plant as much cotton as possible. The United States Land Act of 1820 limited growth by requiring upfront cash payment for land. Mexican Texas presented a golden opportunity to snatch up vast tracks of land for pennies on the dollar. Stephen F. Austin encouraged this development by providing an additional 50 acres for each slave brought in by a planter.

For some, the lure extended beyond the incentive for cheap land. For them, Mexican land grants represented opportunities unavailable in the United States. Hispanic laws expanded opportunities to groups who faced limitations in the United States. There were two main groups who seized these opportunities: free men of color and white women. For free men of color, Mexican Texas held potential for citizenship rights not available in the United States. In the 1820's, states in America continued to limit civil rights and suffrage for these men. Mexican law did not hold such restrictions and they could legally exercise full political rights. White women also saw new opportunities outside of the United States. In the U.S., female land ownership was restricted by a principle called coverture. Under this principle, married women were considered as the same legal entity as their husband. One of the major impacts of this principle is that women held limited rights to property. Even widows and single women held shaky title to land. In Mexico, however, this principle did not exist. Women could apply for land grants irrevocably held in their own names.

Elizabeth Powell was one of the women to take advantage of these opportunities. Little is known about Powell before her arrival in Texas, other than she was widowed, from New Orleans, and arrived with three children. Powell filed for a land grant along Turkey Creek. She saw opportunity at the crossing of the San Felipe and San Antonio roads that ran through her grant. She set up a successful boarding house on the busy road, catering to travelers. This boarding house served to such visitors as Stephen F. Austin and William Barrett Travis as they journeyed across Austin's Colony.

Name: _____

Date: _____

Analyze the Map

Meet the Map

What is this map of?

What does this map show? (Circle the features covered by the map)

Creeks

Cities

Road

Mountains

Observe the Parts

Does the map have (circle all the parts you see)

A compass rose?

A scale?

A legend?

Pick a symbol on the map and explain what that symbol means.

What is the map trying to tell the reader?

Why do you think this map was made?

List two reasons to support your thinking:

1) _____

2) _____

What did you find out from this map, that you may not be able to find out from other maps?

Write one sentence summarizing this map.

List two other documents or historical evidences could be used to help you understand this map?

1) _____

2) _____

Economic Activity in Austin's Colony

Learning outcomes: TLW able to identify products and services that Texans produced for economic gain.

This will align with Texas Essentials for Knowledge and Skills for Grade 4

- (10) Economics. The student understands the basic economic activities of early societies in Texas and North America.
- (12) Economics. The student understands patterns of work and economic activities in Texas.
- (13) Economics. The student understands how Texas, the United States, and other parts of the world are economically interdependent.

Stepping Cone and Ormsbee 's store in 1830 would have been stepping into a global market place. Drawers full of spices emit the smells of the exotic West Indies. Running your hands through the soft bolts of Manchester cotton, you touch some of the worlds most advance technology. Asking for a sample of Jamaican rum, you are savoring the blistering island's sugar plantations. Hearing tea being poured into a tin, you are listing to the yells and haggling between Chinese merchants. Cleveland's tiny store along the Brazos was just a small tendril to the bustling global trade.

The economy of Austin's colony was built on a booming cotton market. The rich bottom lands produced the much sought after short staple cotton. This was processed in local gins, pressed into bales, and shipped to New Orleans. New Orleans was an entrepôt, a major hub for King Cotton's global empire. From it's ports millions of bales of cotton were shipped to Manchester and Liverpool to feed their factories. In return for it's cotton, New Orleans received a world of goods. Spices from the East Indies, tea from China, fabric from India and England all poured into the city.

Merchants and others looking to make a profit would purchase some of these goods and take them to Texas. Most goods were offloaded at the port of Velasco (modern day Surfside). They were then loaded onto small steam ships and sent up the Brazos to ports as far north as Washington-on-the-Brazos. These goods were than sold to settlers. Settlers could buy their goods in cotton or cash, perpetuating the cotton economy.

The reliance on the port of New Orleans was a cause of concern to both Mexican officials and Anglo settlers. Anglo settlers worried about the high tariffs they were paying in New Orleans. Because Texas was part of Mexico, any cotton they sold in New Orleans was a foreign import subjected to taxes. This caused the settlers to lose profit. The settlers could theoretically sell their cotton in Vera Cruz. There was, however, no direct route to any Mexican port. Even if Texians wished to sell their cotton in Mexico, it would have to be shipped to New Orleans. Mexican officials worried about how economically interdependent Texas was on New Orleans was for another reason. Texas's continued reliance on New Orleans, and thus the United States, weakened the territories ties to the interior of Mexico. This not only slowed the integration of Texas into the wider Mexico, but also reduced tax revenue for Mexico.

General Manuel de Mier y Teran recognized this as a major issue during his visit to Texas in 1828, and the Law of April 6th was passed partially to deal with these economic problems. Unfair taxation, debates about open ports, and issues of smuggling were major threads during the unrest of 1832 and eventually the revolt of 1836.

Name: _____

Date: _____

Buying and Selling in Austin's Colony

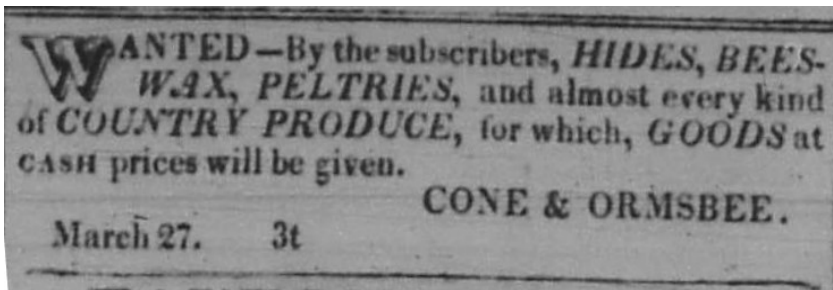
You are reading the Texas Gazette, the only newspaper in Texas in 1830. You decide to look at the business ads in the back of the paper. What do these ads tell you about the economy in Texas in 1830?

Peltries: fur skins from animals such as squirrel and deer.

Subscriber(s): the owner of the business

Hides: the skin of an animal that has been made into leather

Country Produce: things grown on a farm.



Look at the first ad. What goods are Cone and Ormsbee (the subscribers) looking for?

Hides, Beeswax, Peltries, Country Produce

You have 5 pounds of beeswax. Will Cone and Ormsbee give you cash for your beeswax?

No

What will they give you instead?

Goods

Look at the second ad. What is J.W. Mayo Selling?

Hats, Shoes, Clothing

You want to buy a new hat. You don't have any cash though. What can you use instead to buy your new hat?

Cotton



Why do you think business owners set up different ways to buy goods and services from them?

Look for ideas like:

- Cash crops only bring in hard money once a year.
- People don't have the money to buy goods in cash.
- Cash isn't readily available.

Name: _____

Date: _____

Buying and Selling in Austin's Colony

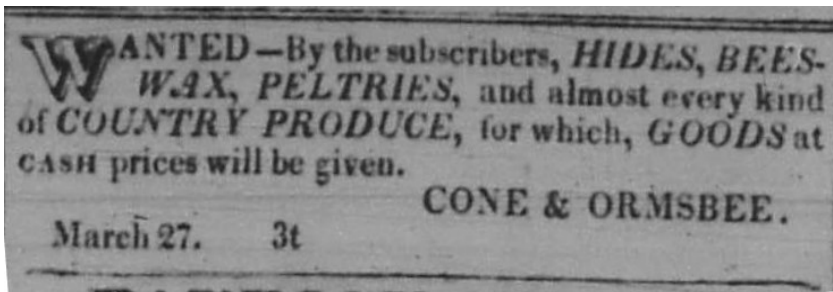
You are reading the Texas Gazette, the only newspaper in Texas in 1830. You decide to look at the business ads in the back of the paper. What do these ads tell you about the economy in Texas in 1830?

Peltries: fur skins from animals such as squirrel and deer.

Subscriber(s): the owner of the business

Hides: the skin of an animal that has been made into leather

Country Produce: things grown on a farm.



Look at the first ad. What goods are Cone and Ormsbee (the subscribers) looking for?

You have 5 pounds of beeswax. Will Cone and Ormsbee give you cash for your beeswax?



What will they give you instead?

Look at the second ad. What is J.W. Mayo Selling?

You want to buy a new hat. You don't have any cash though. What can you use instead to buy your new hat?

Why do you think business owners set up different ways to buy goods and services from them?

King Cotton

Learning outcomes: TLW will assess the importance of cotton on Stephen F. Austin's colony.

This will align with Texas Essentials for Knowledge and Skills for Grade 4

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

(13)(A) (A) identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world

(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;

A voracious demand for cotton consumed Britain in the 18-teens. Technological advancements in textual production pushed production ever higher. With this increase of production, demand for raw cotton soared. At the height of the bubble, cotton was fetching 27.3 cents a pound in New Orleans. In the United States, this set off a land rush as planters and farmers competed to grow ever more amounts of this white gold.

American land policy hampered many plans. After a massive banking crisis in 1818, a new land act was passed in 1820. The Land Act of 1820 prohibited public land from being bought on credit. In a cash strapped society like the early Republic, this cut off many from the public lands of the Missouri Territory. Land hungry farmers and land speculators began to look outside the United States. In Mexico, they found fertile ground.

Stephen F. Austin worked to leverage the demand for prime cotton land into a thriving colony. He hoped that cheap land on easy credit would spur large scale immigration. Austin knew that his colonists tended to be cash strapped and allowed the surveying and administrative fees to be paid in barter, cattle, or rented time from slaves. These easy terms allowed settlers low on cash, but otherwise equipped with tools, seeds, and slaves to establish a plantation.

What set Austin apart from other empresarios, was the recognition that infrastructure was just as important as land. He set his colony along the Brazos river, proving his settlers with a superhighway to export cotton out of colony. He spent the late 1820's and early 1830's defending his settlement by fighting for protections from the Mexican government. This included issues such as slavery, tariffs, and industrial projects. It was frustrations over these issues that helped lead to the Texas Revolution

King Cotton Gallery Walk

This gallery walk will expose learners to primary source materials. The students will learn how to engage with source materials and begin to explore how to use primary sources to support an argument.

Organizing the Gallery Walk

- 1) Print out copies of each source and space them evenly across the room. Ideally the stations will be spaced so that students will be able to discuss their station without bothering others.
- 2) Explain to the students the goal of the gallery walk, how the students will rotate, and any necessary rules
- 3) Divide class into four groups and assign each group a station.
- 4) Give students three to five minutes to fill out and discuss questions on handout.
- 5) Rotate the students through each station
- 6) After students have visited all states, have each student write a paragraph on how cotton impacted Texas using the sources and the worksheets to support their arguments.

Station 1: Cotton Gin

Prompts	Answers
What Do We See	
What Does It Remind Us Of? (Another image, something talked about in class?)	
What's the Artist's Purpose? (To Analyze? Persuade? Document?)	
So What? (What makes this image matter?)	

Station 2: Cotton Equipment

1) Read through the document. What are some unusual words and phrases?

2) What do you think is the most important idea to the writer? Why?

3) Who is the author writing to? Who are potential audiences?

4) What is the purpose of this document? Why do you think this?

Station 3: Plantation

Prompts	Answers
What Do We See	
What Does It Remind Us Of? (Another image, something talked about in class?)	
What's the Artist's Purpose? (To Analyze? Persuade? Document?)	
So What? (What makes this image matter?)	

Station 4: Cotton Sales

- 1) Read through the document. What are some unusual words and phrases?
- 2) What do you think is the most important idea to the writer? Why?
- 3) Who is the author writing to? Who are potential audiences?
- 4) What is the purpose of this document? Why do you think this?

Consumption of Cotton throughout the World.

Cotton has for some years past, been not only the leading raw material for manufacturing but the leading article of trade. There is no other commodity which equals its annual aggregate value. Territories are made rich by its culture; fleets navigate the ocean to transport it—cities are built in all their proportions by its traffic—and at least one great empire, though she may sit on wool, reposes the arm of her greatest strength on bales of cotton.

We have before us several documents which exhibit the progress of the consumption of Cotton in all the principal manufacturing countries. None of the statements below include India. It has been as follows:

Years.	G. Britain, consumed,	France, disposed of,	Germany, Holland & Prussia, imported,	Trieste. con- sumed,	U. States. con- sumed,
1822	544,800	215,199	-	-	-
1823	560,100	172,312	-	-	-
1824	639,100	243,959	-	31,715	-
1825	565,430	230,460	59,414	34,321	-
1826	560,546	281,001	82,804	28,354	-
1827	712,621	279,693	79,349	36,030	103,492
1828	733,225	239,723	79,391	35,286	120,593
1829	753,387	264,750	118,975	42,253	104,353
1830	700,216	-	-	-	160,121

NOTICE.

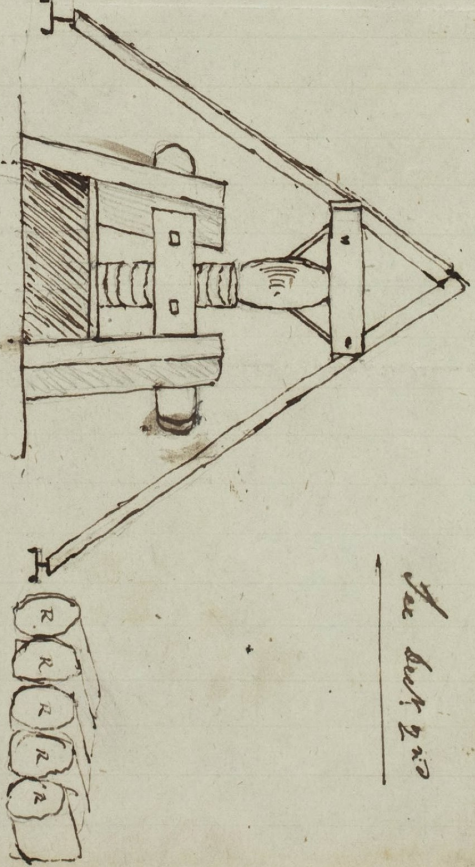
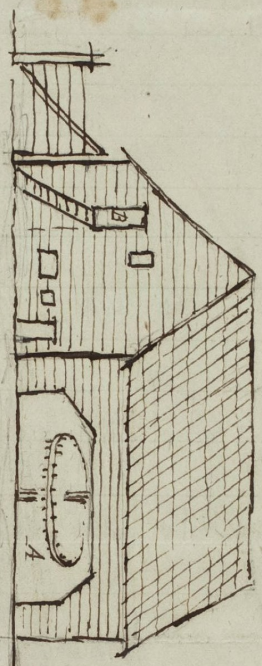
IN conformity with a decree of the constitutional Alcalde of the jurisdiction of Austin, will be sold at public sale, on the fourth Monday in February next, at the town of Brazoria, at the house of R. Mills,

**One Cotton Gin, Six Ploughs
and a Cotton Machinery,**

belonging to the estate of Lewis Lindsey, at a credit of three months, the purchaser giving satisfactory security.

Austin, Jan. 24, 1832.

R. MILLS,
Administrator.



the best view

No 1. Gun House - seen in the water part the

Cotta is separated from the side.

A. Independent Wheel - worked by hands, young men to

2. Cotta seen on Prop. Since the Cotta by very simple machinery is prepared, together to

the New Steam; the operation of the Riving Machine Cotta is carried on, as a great task & with some abstract machinery works by the New Engine.



A Cotton Plantation on the Mississippi by William Aiken Walker

1883 held by the Gilcrease Museum (<https://collections.gilcrease.org/object/01261206>)