

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.

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 three 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.

The material is divided into four TEKS strands, accompanied by a learning outcome developed with Bloom's Taxonomy. Following this is a small essay. These essays are meant to highlight major topics and focus you on items of interest. For classroom use, each strand is followed by an appropriate 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. Strands 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:



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 stations will cover four broad TEKS strands, as covered in the following pages.

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

The Geography of Austin's Colony

Learning outcomes: Students will be able to identify ways colonists took advantage of the geography of Austin's Colony to create a thriving settlement.

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

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live.

(9) Geography. The student understands how people adapt to and modify their environment.

Most settlers to Texas were farmers. Farmers shape their lives around the life cycles of the plants they grow. Newly arrived Texans exemplified this close relationship. They arrived to Northern Mexico in the winter. This gave farmers time to clear fields and prepare the ground for crops. They chopped down trees and churned up native prairie. For trees too big to cut down, farmers would gird them (cutting the base of the tree trunk to deny nutrients to the rest of the tree) .

In the spring, the fields were tilled and ditches were dug. Into these shallow ditches, the farmer's precious seeds were planted. Austin's Colony had too much rain for European wheat, which would rot in the ground. Instead farmers adapted and planted corn, which flourished here. Farmers would also plant their cash crop, cotton.

Through the summer, corn required little effort. For farmers with just corn to tend, they spent the summer building a home. These structures, known as dog trots, were two rooms connected by a covered walkway. These walkways provided cooling breezes from the hot Texas summer. For those growing cotton, the summer was a grueling contest against weed. The crops had to be constantly tended to prevent weeds from choking out the cotton. On plantations enslaved labor did most of this intensive work.

Fall was the most important time of the year for farmers. An entire years work rested on the harvest. A race against time ensued, working to gather the crops before they withered. After the crops were gathered, the cotton was ginned and pressed. For those who lived on the Brazos River, the river provided easy access to the international market. Loaded onto ships in Velesco (today's Surfside), bales of cotton were shipped to New Orleans. In New Orleans, the cotton would be bought from buyers all over the world. The corn would be carefully dried and provide food for the rest of the year.

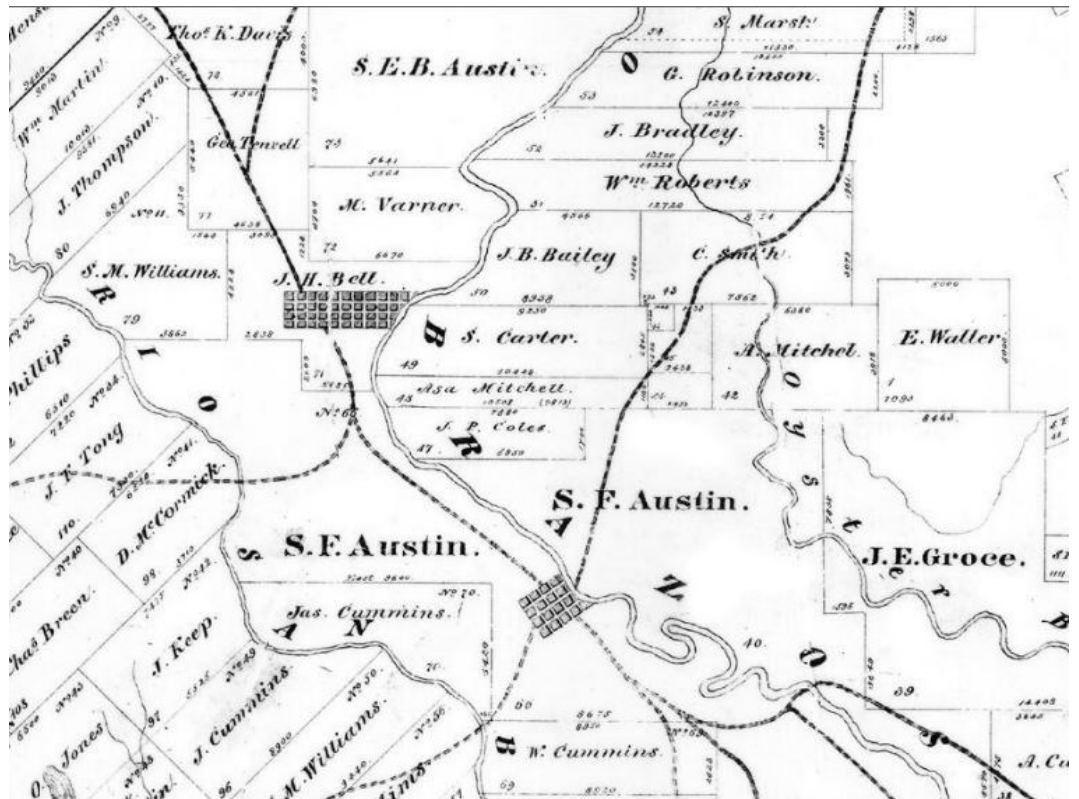
As winter approached, farmers would gear up for the next year. The cycle of farming continued.

Name: _____

Date: _____

Settling in Austin's Colony

It is 1832. You have decided to move to Texas. A friend sends you a map to help you decided where to move. Take a close look at the map and answer questions to help you make a decision.



Excerpt from Connected Map of Austin's Colony

Courtesy of the Texas General Land Office

How many rivers and creeks are on this map? _____

Circle the two towns seen on the map. Those towns are modern day West Columbia and Brazoria.

Notice that most land grants have access to a creek or river. Why do you think this happened?

What are the dashed lines running throughout the map? _____

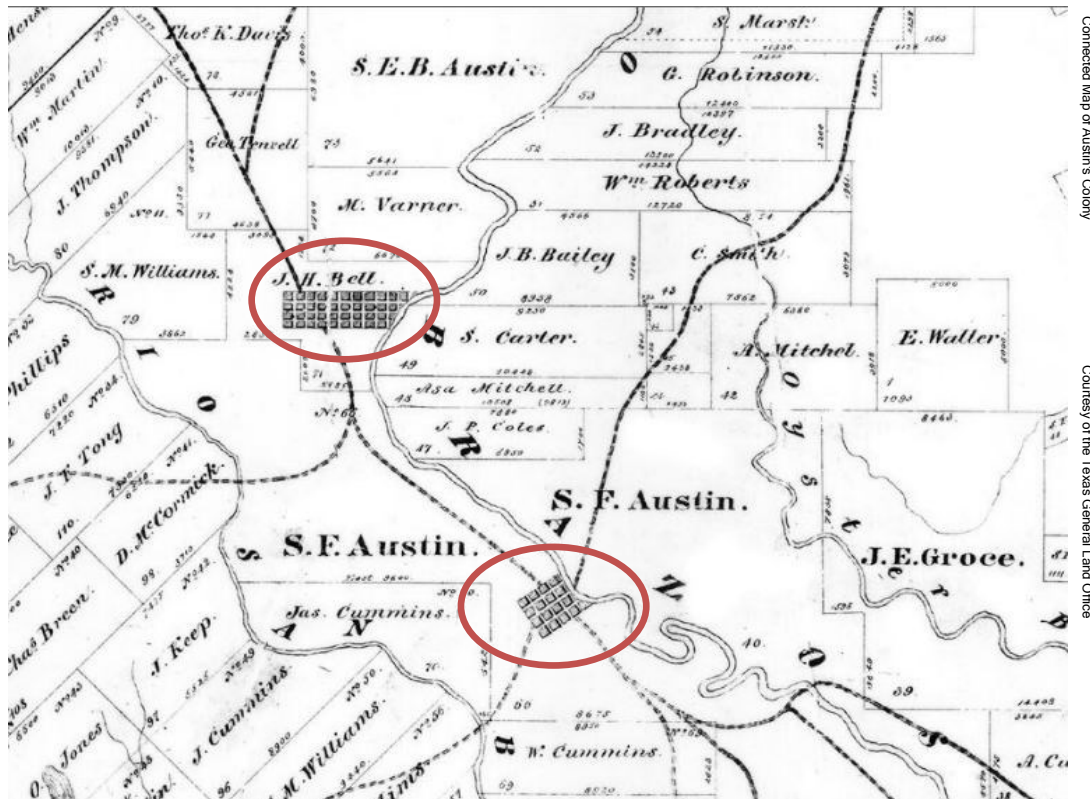
Circle the land grant you would want to settle. Why did you choose that piece of land?

Name: _____

Date: _____

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It is 1832. You have decided to move to Texas. A friend sends you a map to help you decided where to move. Take a close look at the map and answer questions to help you make a decision.



How many rivers and creeks are on this map? 3 (Oyster Creek, Brazos River, San Bernardo River)

Circle the two towns seen on the map. Those towns are modern day West Columbia and Brazoria.

Notice that most land grants have access to a creek or river. Why do you think this happened?

Requirement for land grant, irrigation, travel, trade.

What are the dashed lines running throughout the map? Roads

Circle the land grant you would want to settle. Why did you choose that piece of land?

No right or wrong answer, as long as it is well defended

Economic Activity in Austin's Colony

Learning outcomes: Students will be 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.

By 1836, Austin's colony had developed a thriving economy focused on the growth of cotton and sugar. These cash crops tied Texas into the world economy and created an economic model Texas would follow until the Civil War.

Sugar cane, which originated in India, is a tropical plant. It requires at least 24 inches of rain and well irrigated fields to grow. In Texas only a small strip of land between the Gulf Coast and modern day Sugar Land have the climate needed to grow sugar. After the sugar cane is harvested, it is processed into the sugar that you eat. This requires large boiling houses with up to seven kettles. These kettles boil the sugar cane, removing impurities and separating molasses from the sugar crystals. During harvest time, these boiling houses operated 24 hours straight until the harvest was completed. Once processed, the sugar and its byproducts rum and molasses would be sold on the market in New Orleans. Although sugar brought a high price on the market, it was prohibitively expensive to set up. One person estimated that the cost of setting up a sugar plantation would cost the modern equivalent of about 1.5 million dollars. This is why only the largest plantations, like the Abner Jackson plantation in modern day Lake Jackson, grew sugar.

For most other farmers, cotton was king. Grown from seeds originating in Mexico, cotton required much less infrastructure than sugar. It would be planted in the spring. All summer the crop would have to be carefully tended to prevent it from being choked out by weeds. Once it was grown it would be shipped down the Brazos River to Velasco (modern day Surfside). In Velasco, the cotton was loaded onto ships and sent to factors (people who bought and sold cotton) in New Orleans. Between 1829 and 1836, cotton prices experienced a boom. The price per pound of cotton rose 6.3 cents in 5 years. This made growing cotton incredibly attractive as a cash crop in Texas.

The cultivation of these two cash crops connected Texas to the world. When they were sold at the market in New Orleans, Texans received access to the global market. Italian silks, Chinese teas, and French lace all could be found in San Felipe shops. Mary Austin Holly, a visitor to Texas in the early 1830's, commented on how women could be seen in custom made dresses from Philadelphia, New Orleans, and New York. These luxury goods, however, were only available to those who could afford them in cash or cotton.

Name: _____

Date: _____

Buying and Selling in Austin's Colony

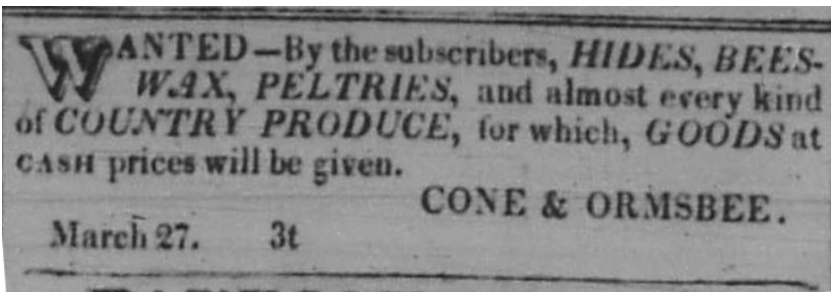
You are reading the Texas Gazette, the only newspaper in Texas in 1830. You decide to look at the business ads in the back of the paper. What do these ads tell you about the economy in Texas in 1830?

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?

Name: _____

Date: _____

Buying and Selling in Austin's Colony

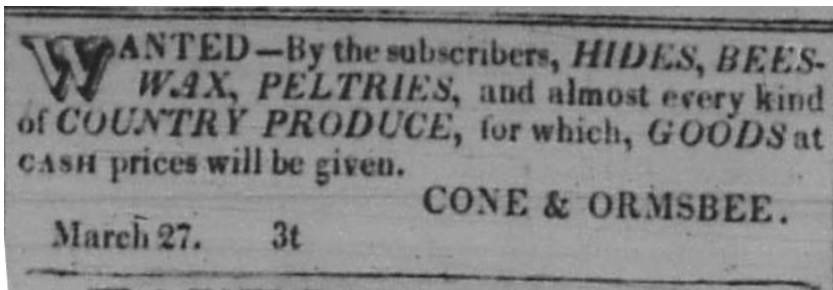
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Look at the first ad. What goods are Cone and Ormsbee (the subscribers) looking for?

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.

Governing Austin's Colony

Objectives: Students will be able to identify the influences of local, state, and national government on Austin's Colony

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

(14) Government. The student understands how people organized governments in different ways during the early development of Texas.

Background:

Mexico won its independence in 1821. Politicians were faced with creating a strong political structure on the ruins of the Spanish imperial system. At first, an empire was proposed. The hero of the late revolution, Agustín Iturbide, was crowned Augustin I. The First Empire of Mexico only lasted 8 months before it collapsed and its emperor deposed. A new constitution was adopted in 1824. This constitution used the United States Constitution and documents from the French Revolution as a framework.

The Constitution of 1824 created a decentralized political structure. States held most of the decision making process, while the central government dealt with inter-state relations and international affairs. People who supported this style of government were referred to as "federalist."

These federalist principles emerged from the "liberal" philosophies that were in the late 1700's. These liberal philosophies emphasize liberty, individualism, and support for limited constitutional government. Not all people, however, felt that this decentralized political structure was appropriate for Mexico's future.

These people, called "centralists", wanted power centralized in the national government. The national government would make laws for the entire country, which the local government would enforce. These centralist principles emerged from the legacy of Imperial Spain. Imperial Spain had a rigid, centralized government with all power radiating outward from the king. Centralists thought mimicking this system would help Mexico confront problems like its crumbling infrastructure.

From 1824 to 1836 Centralists and Federalists fought for control over Mexico. This created massive political instability on the national levels. During this period only one president, Guadalupe Victoria, managed to finish his term. Presidents and parties changed out yearly. This created uncertainty for Texas, as policies and laws changed almost as fast as they were created. Compromises that worked for federalists governments did not last the next centralist government. This political instability fed into the unrest growing in 1830's Texas and was a major cause of the Texas Revolution.

One of the most powerful symbols of Mexico is the coat of arms (*Escudo Nacional de México*) It shows a Mexican golden eagle standing on a prickly pear cactus. This symbol represents Mexico, like the Statue of Liberty is used to represent the United States.

As different political groups gained power in Mexico, they drew the coat of arms to represent their values and ideas. Here are two examples.

Using the Venn Diagram on the next page, describe at least 3 things that are different and 2 things that are the same in the pictures.



This seal was used by the Federalist between 1822 and 1836.

Federalists wanted strong, independent states. Notice how the cactus has leaves naming each state.

- A cap floats over the eagles head. This cap represents liberty.
- The eagle holds a banner saying *Republica Federal Mexicana* (Federal Republic of Mexico).



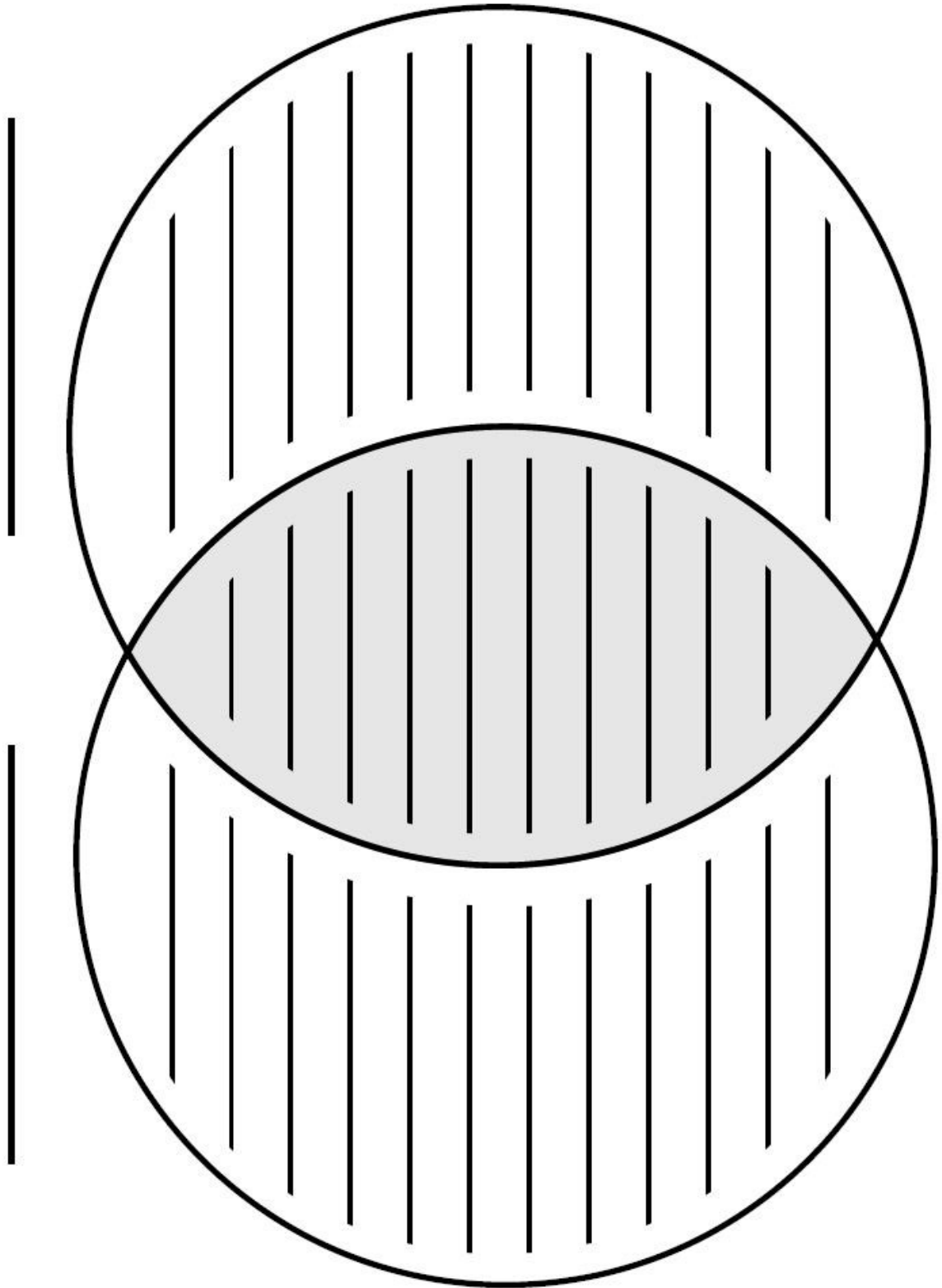
This seal was used by the Empire of Mexico (1822-1823)

Agustín de Iturbide ruled as Agustín I of Mexico for a short time. He used symbols to show his right to rule as king.

- The golden eagle is crowned, showing royal authority
- The water represents the unity of the different peoples and cultures of Mexico

Venn Diagram

Name _____



History

Objectives: Students will be able to identify Stephen F. Austin's role in settling early Texas.

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

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

(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.

Background:

In 1803, the United States bought the Louisiana Territory from France. A question hung in the air: How far did the Louisiana Territory extend? Political maneuverings between Spain and France in the late 1700's left that uncertain. Some people in the United States felt that the purchase included Texas. Texas, a frontier state of Northern Spain, had a limited population but huge potential. Americans eyed the fertile soil of East Texas as an opportunity to expand the cotton growing South. Mexico's revolt in 1810 provided an opportunity to gain control of the territory. Groups called filibusters, comprised of revolutionaries, mercenaries, adventures and more, invaded Texas multiple times in the next ten years. The Gutierrez-Magee Expedition was the largest of these invasions. Launched in 1811, the expedition captured the capital San Antonio and held it for almost a year. The force was defeated by Royalist Spanish troops at the Battle of Medina in 1813. The battle was the bloodiest ever fought on Texas soil. As punishment for the rebellion, the Royalist Spanish troops went on a killing spree that essentially depopulated Texas.

The Mexican Wars of Independence ended in 1821. The country was in ruins. Mexico began to look at ways to spur growth and foster development. In Texas, Tejanos saw potential in the empresario system. A land agent, called an empresario, would be granted an area of settlement. He would be responsible for settling families on those lands. These new families would foster economic development in the area. They granted the first contract to a Spanish citizen from Missouri, Moses Austin. Moses Austin died before the contract began. His son, Stephen F. Austin, confirmed the contract with the new Mexican government in 1822. As the Mexican government recognized his claim, Stephen F. Austin began to look for settlers. America had experienced an economic collapse in 1818. Many people were looking to start over again. Mexican Texas offered an opportunity for cheap land and a new life. Austin settled around 300 families in the area of the watershed of the lower Brazos River. These "Old 300" opened up Texas to American settlement, and a new chapter in Texas history.

Push/Pull Factors for Texas Immigration

In this activity the students will identify the specific push or pull factor that brought people to Texas.

This activity has four steps:

1. Have the students cut out the cards.
2. Have the students read the cards and draw a picture on the back of the cards.
3. Have the students mark the cards as “push” factors and “pull” factors.

The student does not have to cut out the cards if time does not permit.

Pull factors are conditions that can lure people to move to new places

- Adventure: The thrill of a new location or the great unknown
- Cheap Land: Texas land was being handed out almost for free. This drove people looking for new, fertile farm land.
- Family: Some families settled Texas in waves. Fathers or other male members of the family would arrive in Texas first. They would establish a farm or settle into a profession. Once they were established other members of the family would join them.

Push factors are conditions that can drive people to leave their homes

- Economic Hardship: The United States went through an economic crash in 1818. This left people destitute. Many people moved to Texas looking to start over after they had lost everything.
- Political Persecution: There were many Native American tribes who ended up in East Texas. These tribes had been forced off their land as the United States expanded West. They hoped Mexico would protect their right to land.
- Legal Troubles: People who had legal troubles often ended up in Texas. Texas was a foreign country and American law could not reach them.

<p style="text-align: center;">Cheap Land Granbury Logan</p> <p>Logan Granbury was born a slave. He trained as a blacksmith in Kentucky. He bought his freedom and moved to Missouri. Looking for cheap land, he applied for a land grant in Texas.</p>	<p style="text-align: center;">Economic Hardship Stephen F. Austin</p> <p>The United States economy collapsed in 1818. Stephen F. Austin lost everything. He saw an opportunity to rebuild in Texas. He asked the Mexican government for an empresario contract. If he completed this contract he would get land and money.</p>	<p style="text-align: center;">Political Persecution Chief Bowles/ Chief Diwali</p> <p>Chief Diwali, known in English as Chief Bowles, was the local leader of the Cherokee. He had move his people several times as American expansion forced them off their land. In 1822, Chief Diwali received permission to settle his tribe in East Texas. He hoped to make a new home for his people.</p>
<p style="text-align: center;">Legal Troubles Zacharius Woods</p> <p>Zacharius Woods was an inn-keeper in Missouri. He was sued by a neighbor over land ownership. Woods lost his suit. This lawsuit bankrupted him. Woods decided to move to Texas to start over again</p>	<p style="text-align: center;">Search for Adventure Henry Munson</p> <p>Henry Munson looked for adventure. He hoped to gain money and land helping Mexico. He fought in several Filibuster campaigns. These campaigns wanted to free Mexico from Spain. After Mexico won it's independence, Munson settled near modern day Angleton.</p>	<p style="text-align: center;">Family Ann Raney</p> <p>Ann Raney's father moved to Texas in 1829. He became a teacher in Austin's colony. Ann Raney followed her father in 1832 and moved to the town of Brazoria.</p>