



TEXAS

THE BIG PICTURE

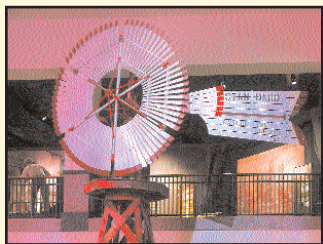
Educator's Guide





Get the Picture at the Museum

We invite you and your students to make connections between **Texas: The Big Picture** and the **Story of Texas** at the Bob Bullock Texas State History Museum. Think **BIG**, and expand your view as you "get the picture" at the Museum.



Texas: The Big Picture

TO THE TEACHER

About the Film

Texas: The Big Picture illustrates the grandeur of Texas, from its rural landscapes to the unique vitality of its cities. Journey across the State of Texas to explore land, resources, people and culture.

About the Museum

The Museum presents the Story of Texas in three themed floors of exhibits providing opportunities to communicate ideas, cultivate observation skills, practice critical thinking and inspire creative conversations.

About the Guide

This interdisciplinary Educator's Guide is divided into three units that support the Museum exhibit themes. Each unit includes:

- Set the Stage: provides a sneak-peak look at the themes of the film and of the Museum.
- Picture This: prepares students to visit the Museum exhibits.
- Get the Picture: provides reproducible Data Collection sheets that elaborate on the film's themes in the Museum's exhibits.
- The Bigger Picture: extends film and exhibit topics in the classroom.
- Assessment Guide: suggests ChecBrics for assessment.

Each lesson can be completed independently and all lessons align with the Texas Essential Knowledge and Skills.

For a Successful Visit

- Pre-plan by visiting the Museum before bringing your class.
- Discuss with your students:
 - The uniqueness of a history museum
 - Museum vocabulary: exhibit, narrative, artifact, primary source
 - Expected Museum behavior

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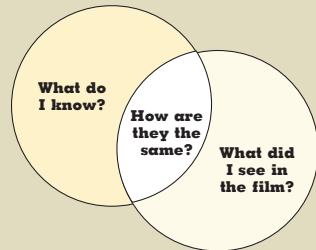
SET THE STAGE FOR THE FILM

"Great rivers crisscrossed the vast expanses... rippling with the promise of opportunity."

BEFORE VIEWING

Use a graphic organizer like the diagram below to begin a class discussion:

- What do you know about Texas landscapes?
- What type of land surrounds the area where you live?



PREDICT

The film talks about "rush hour Texas-style." What could this be? Find out in the film!

AFTER VIEWING

- List and identify landscapes seen in the film.
- Discuss what the class has learned about Texas landscapes.
- Record the information in the diagram.

MAKING CONNECTIONS

- Compare prior knowledge with the new information learned in the film.
- Record the information that overlaps in the middle of the diagram.



SET THE STAGE FOR THE MUSEUM

FIRST FLOOR EXHIBITS

Encounters on the Land

is the theme of the first floor exhibits. The Story of Texas begins before this land was called Texas. It is a story of the first meetings between Native Americans and explorers from Europe. You and your students will find out about the many people who lived on this diverse landscape. You will see the objects that reflect their lives and explore the landscapes where their stories are told.



TEXAS TIES TO THE TEKS

Social Studies TEKS expect that students will:

- Describe the physical regions of Texas
- Describe how people in Texas have adapted to and changed their environment

Language Arts TEKS expect that students will:

- Read to increase knowledge of their own culture, the culture of others and the common elements of all cultures
- Conduct research and raise new questions for further investigation
- Produce visual images, messages and meanings that communicate effectively



Picture This

Searching the Landscape

The Big Picture Overview:

This activity introduces and reviews the diversity of the Texas landscape, prepares students to study landscapes in the Museum and sets the stage for **The Bigger Picture** on page 5.

Objectives:

Students will:

- Research four Texas landscapes
- Describe each landscape
- Represent Texas landscapes by painting or drawing murals

Materials:

- Butcher paper
- Art supplies
- Resources about Texas landscapes including books, pictures, and the Web site listed below in **Texas on the Web**

Vocabulary:

- Plains
- Coastal
- Canyons
- Artifact
- Forest
- Mural

Procedure:

1. **A Texas-sized Brainstorm!** Use the suggested graphic organizer to lead a brainstorming session.

Texas landscape in the Museum*	Describe	Location on map?	Who lived here?
Pineywoods			
Gulf Coast			
Panhandle Plains			
Hill Country			

2. Divide class into four groups.
3. Assign each group one of the eco-regions seen at the Museum and pictured below.
4. Provide large sheets of butcher paper for groups to create murals of their assigned Texas landscape.

Looking Ahead:

At the Museum, landscapes of four Texas eco-regions are represented in murals on the first floor as seen below. Students will study the Texas landscape by observing, reading, and sketching.

*Texas on the Web:

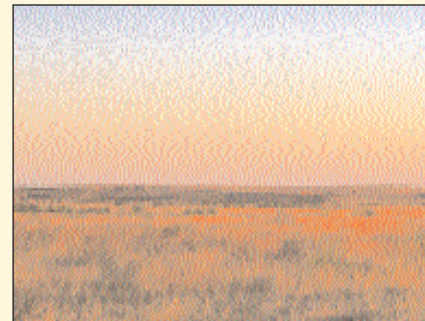
The Museum uses eco-regions designated by the Texas Park and Wildlife Department, www.tpwd.state.tx.us/expltx/ecomapx.htm



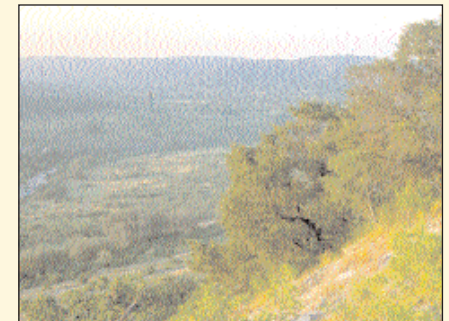
Pineywoods



Gulf Coast



U.S. Southern Plains in the Panhandle



Canyonlands in the Hill Country

Name:

Get the Picture

Studying the Landscape

TO THE STUDENT: Find your assigned landscape in the first floor of the Museum.

The landscape I am studying: Pineywoods Gulf Coast Panhandle Plains Hill Country

I will study my landscape by:

- Recording important information below.
- Studying objects, murals, and maps in my landscape.
- Sharing my findings with my group.

Describe the landscape.

Sketch the landscape.

Name:

Get the Picture

Studying the Landscape

TO THE STUDENT: Find your assigned landscape in the first floor of the Museum.

The landscape I am studying: Pineywoods Gulf Coast Panhandle Plains Hill Country

I will study my landscape by:

- Recording important information below.
- Studying objects, murals, and maps in my landscape.
- Sharing my findings with my group.

Describe the landscape.

Sketch the landscape.

The Bigger Picture

Stories in the Landscape

The Big Picture Overview:

This classroom activity provides students with the opportunity to interpret data about the Texas landscape in a classroom exhibit.

Objective:

Students will:

- Interpret the information gathered from the pre-visit activity, the film and the Museum visit to develop a classroom exhibit.

Materials:

Each group will need the following:

- Landscape mural created during pre-visit activity
- Poster board
- Strips of paper
- Art supplies: clay, construction paper, markers, paint, scissors, glue, etc.
- Data Collection sheet

Procedure:

1. **Think Big!** Use the Data Collection sheets to discuss the landscapes and artifacts students studied at the Museum. Use these questions to begin your discussion. Encourage students to ask their own questions.
 - Who lived here?
 - What did they eat?
 - How did they travel?
 - What tools did they use?
 - How did they dress?
2. Divide class into their four landscape groups.

3. Assign each group to construct their own exhibit that tells the story of how the native people lived on their landscape. Each exhibit can include the following:
 - Butcher paper landscape murals constructed during the pre-visit activity
 - Poster board to display exhibit text including information about how the people lived
 - Replicated artifacts: objects made of clay and other art supplies to portray artifacts used to live on the land
 - Note cards to create artifact labels and descriptions for each primary source
 - Notebook paper to write the narrative or story about how people lived in this landscape
 - Natural materials such as stones, shells, and sticks to add authenticity to the exhibit

4. Display all the exhibits around the classroom.

5. Groups should draft a script that can be used to give a tour of the exhibit. In the script, include information about the film, the Museum and primary sources that support the stories in the landscape.

6. Students should be prepared to present tours of the exhibit.

7. Invite other classes and/or family members to listen to a brief tour of the exhibit.

Expand Your View:

Consider the cityscape as an addition to the natural landscapes of Texas. What does it tell us about the Texas landscape today?



SET THE STAGE FOR THE FILM

"It took a special brand of men and women to saddle the soil and ride the winds of fortune."

BEFORE VIEWING

- Write the quote from the film on the board
- Allow your students 5 minutes to respond to the quote in writing

PREDICT

The film's narrator tells us that "most things really are bigger in Texas." What could these things be? Predict before you go, then find out in the film!

AFTER VIEWING

- Revisit the quote from the film
- Allow your students 5 minutes to respond to the quote a second time

MAKING CONNECTIONS

- Conduct a discussion about the Texas identity by asking:
- What is implied by "a special brand of men and women"?
 - What is meant by the figurative language in the quote?
 - "saddle the soil"
 - "ride the winds of fortune"
 - How does this quote represent Texas Identity?
- ★

SET THE STAGE FOR THE MUSEUM

SECOND FLOOR EXHIBITS

Building the Lone Star Identity is the theme of the Museum's second floor exhibits. You and your students will explore the story of how Texas became an independent nation. You will experience the battles of the Revolution and the Civil War and discover how Texas grew into the 20th Century and celebrated its unique identity during the 1936 Centennial – 100 years after Texas independence.



TEXAS TIES TO THE TEKS

Social Studies TEKS expect that students will:

- Compare the organization of governments during different eras of Texas history
- Explain how the Texas Revolution shaped Texas history

Language Arts TEKS expect that students will:

- Conduct research and raise new questions for further investigation
 - Read to increase knowledge of their own culture, the culture of others and the common elements of all cultures
 - Offer observations, make connections, react, speculate, interpret and raise questions in response to text
 - Write to express, discover, record, develop and reflect on ideas
- ★

Picture This

Seeking the Lone Star Identity

The Big Picture Overview:

This activity introduces students to historical themes presented in the Museum that contributed to building the Lone Star Identity and sets the stage for **The Bigger Picture** on page 9.

Objectives:

Students will:

- Define the traits of Texas Identity provided below
- Research the historical milestones listed in #2 of the procedure section and predict what they might see at the Museum

Materials:

- Museum Journal provided for each student (two-sided copy)
- Page 4 of Museum Journal for student responses
- Overhead projector, butcher paper, or writing board
- A variety of research tools including Web sites listed in [Texas on the Web](#)

Procedure:

1. **A Texas-sized Brainstorm!** Use the chart below to discuss the traits of Texas Identity with your class. Students should write their own definitions on Page 4 of the Museum Journal. They will need these definitions at the Museum.

Traits of Texas Identity	Student Responses	How are these traits represented in your community?
adventurous		
audacious		
boastful		
brave		
courageous		
honorable		
hopeful		
steadfast		
visionary		

2. Divide class into five groups and assign each group one of the following historical milestones in Texas to research:
 - Stephen F. Austin's imprisonment
 - The "Come and Take It" incident at Gonzales
 - The Battle of the Alamo
 - The Runaway Scrape
 - The *Bayou City* as a Confederate Cotton Clad Gunboat in the Civil War
3. Groups should discuss how they think the Museum will tell the story of the historical milestone they are researching.
4. Each student should complete the front cover of their Museum Journal.

Looking Ahead:

At the Museum, students will explore how their historical milestone is exhibited by the Museum and discover the Traits of Texas Identity. Begin your visit of the second floor by studying the Sam Houston statue by Texas sculptress Elisabet Ney. Discuss how the artist has captured the traits of Texas Identity in this statue. Notice the stance, gaze, clothing, and age chosen by the artist to depict the Texas spirit. What does this statue tell you about Texas Identity?

Texas on the Web:

The Handbook of Texas Online – www.tsha.utexas.edu/handbook/online
 Elisabet Ney Museum Web site – www.ci.austin.tx.us/elisabetney



Traits of Texas Identity

- Adventurous
- Audacious
- Boastful
- Brave
- Courageous
- Honorable
- Hopeful
- Steadfast
- Visionary



p4

Get the Picture

Building the Lone Star Identity Museum Journal

Historical Milestone _____

Place _____ Date _____

People _____

Predict before you go:

How do you think the Museum tells the story of this historical milestone in Texas history?

Research conducted by _____

Describe or sketch the historical milestone:

Choose and describe an artifact, document, painting or photograph that relates to your milestone.

How does the item you selected support the story?

p2

Research Summary

Review the word list on page 4. Write a paragraph expressing how these traits are portrayed in your historical milestone.

p3

The Bigger Picture

Commemorating the Lone Star Identity

The Big Picture Overview:

This classroom activity provides students with the opportunity to interpret the traits of Texas Identity by commemorating a historical milestone that celebrates these traits.

Objective:

Students will:

- Use their Museum Journals to share the research conducted at the Museum
- Discuss traits of Texas Identity noted in the milestones
- Select a type of commemorative work
- Design on paper and create a commemorative work

Connecting the film:

Bigger in Texas! Discuss the San Jacinto Monument and ask your students these questions:

- What does the monument commemorate?
- What traits does the monument honor?
- What are the physical aspects of this monument? (size, height, color, materials and shape)

Vocabulary:

- Commemorate
- Memorial
- Monument

Materials:

- Museum Journal
- Variety of art supplies for designing and creating a commemorative work



Procedure:

1. **Think Big!** List ways we commemorate events. Answers could include:
 - Painting, drawing, or sculpture
 - Photographic display
 - Shadow box exhibit
 - Stamp series
 - Coin
 - Poster series
2. Present this scenario to your class: "The Texas Centennial Survey Committee is requesting commemorative works that will honor historical milestones of Texas at the 1936 Centennial Celebration."
3. Divide students into their historical milestone groups.
4. Assign the following tasks to the group:
 - Choose the traits of Texas Identity you wish to convey in your commemorative work
 - Select the type of commemorative work your group will design
 - Submit individual designs on paper
 - Present designs to the class for consideration
5. Vote, as a class, on one design to represent each of the historical milestones.
6. Create, as groups, the selected design. (See ChecBric on page 14 for requirements.)
7. Display, as a class exhibit, the five commemorative works of the Texas Centennial.

Expand Your View:

How would you present your commemorative work to the community?

Texas on the Web:

www.sanjacinto-museum.org/construction.html

SET THE STAGE FOR THE FILM

"Oil changed Texas and Texas changed the world!"

BEFORE VIEWING

A Roundtable Discussion

Divide your class into discussion groups. Pose these questions.

- What was the economic climate in the United States at the time oil was discovered?
- How did oil change the economic landscape of Texas?
- What opportunities were created for landowners, workers, women, children, bankers, immigrants, scientists and others in Texas?
- How did the development of the industry change daily life at that time? Today?
- What other industries have had similar effects on Texans today?

PREDICT

The film presents a private island with an ocean view. Make predictions about what this could possibly be. Find out in the film!

AFTER VIEWING

A Class Discussion

Discuss images from the film that presented the following industries:

- Citrus
- Music
- Oil
- Ranching
- Space
- Sports
- Technology

MAKING CONNECTIONS

Individual Response

If you had the opportunity to include in the film one other Texas industry that has changed the world, what would it be? Why? How would you tell that story?



SET THE STAGE FOR THE MUSEUM

THIRD FLOOR EXHIBITS

Creating Opportunity is the theme of the Museum's third floor exhibits. You and your students will explore how Texans have adapted to the diverse conditions of the land to prosper on it. Through recreated environments, interactive media and artifacts, you will learn about the impact Texas-led explorations have had on space, medicine and technology in the 20th Century.



TEXAS TIES TO THE TEKS

The TEKS expect that students will:

- Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues and the rise of big business
- Describe how meanings are communicated through elements of design and analyze ideas, relationships and cultures as represented in various media
- Investigate the source of a media presentation or production, such as who made it and why it was made, and deconstruct media to get the main idea of the message's content
- Create, present, test and revise a project and analyze a response using data-gathering techniques



The Bigger Picture

Commemorating the Lone Star Identity

The Big Picture Overview:

This classroom activity provides students with the opportunity to interpret the traits of Texas Identity by commemorating a historical milestone that celebrates these traits.

Objective:

Students will:

- Use their Museum Journals to share the research conducted at the Museum
- Discuss traits of Texas Identity noted in the milestones
- Select a type of commemorative work
- Design on paper and create a commemorative work

Connecting the film:

Bigger in Texas! Discuss the San Jacinto Monument and ask your students these questions:

- What does the monument commemorate?
- What traits does the monument honor?
- What are the physical aspects of this monument? (size, height, color, materials and shape)

Vocabulary:

- Commemorate
- Memorial
- Monument

Materials:

- Museum Journal
- Variety of art supplies for designing and creating a commemorative work



Procedure:

1. **Think Big!** List ways we commemorate events. Answers could include:
 - Painting, drawing, or sculpture
 - Photographic display
 - Shadow box exhibit
 - Stamp series
 - Coin
 - Poster series
2. Present this scenario to your class: "The Texas Centennial Survey Committee is requesting commemorative works that will honor historical milestones of Texas at the 1936 Centennial Celebration."
3. Divide students into their historical milestone groups.
4. Assign the following tasks to the group:
 - Choose the traits of Texas Identity you wish to convey in your commemorative work
 - Select the type of commemorative work your group will design
 - Submit individual designs on paper
 - Present designs to the class for consideration
5. Vote, as a class, on one design to represent each of the historical milestones.
6. Create, as groups, the selected design. (See ChecBric on page 14 for requirements.)
7. Display, as a class exhibit, the five commemorative works of the Texas Centennial.

Expand Your View:

How would you present your commemorative work to the community?

Texas on the Web:

www.sanjacinto-museum.org/construction.html

Name:

Get the Picture

Stories of Opportunity

TO THE STUDENT: Museum exhibitions tell stories developed from leading themes. These themes are supported and illustrated by text, artifacts, images and a variety of media. As you study your industry at the Museum, notice how the themes have been developed and illustrated.

The story at the Museum:

1. What is the main theme of your industry's story as told at the Museum?
2. Describe how the content is organized? (Chronologically? Geographically? By landmark, places or events? By groups of people? Similar artifacts?)
3. How are the details of the story supported or illustrated? Is there a key artifact? A photograph? A documentary? A hands-on interactive? A quote?
4. Observe and record how other visitors experience your industry's exhibit. (Do they: Take photographs? Walk through the space quickly? Chat with friends while they look? Read all the labels? Skip the interactives?)

Name:

(continued)

The story you want to tell:

1. Describe how your industry's exhibit supports the story you want to tell.
2. How can you elaborate or expand the story?
3. What new questions about your industry do you have after visiting the Museum exhibit?
4. What modifications will you make to the initial script you prepared to tell your industry story?

The Bigger Picture

A World of Opportunity

The Big Picture Overview:

In this activity, students finalize the details of the script that outlines their museum presentation. The final script must demonstrate how the story of their industry is not only a Texas story, but also a world story.

Objectives:

Students will:

- Contrast and compare their original script with the information from the Museum recorded on the Data Collection sheet
- Research their industry's global connections
- Decide what additional research is needed and how they will broaden their story
- Understand the importance of the visitor's experience
- Complete a final script of their museum presentation

Materials:

- First draft of script from the pre-visit activity on page 11
- A variety of research tools
- Data Collection sheet

Procedure:

1. Present the following scenario to your students: "You have the opportunity to present your story at the Bob Bullock Texas State History Museum. The Museum's Exhibit Development Team is considering adding an exhibit area on the third floor—*Texas Changed the World*. They have requested submissions for exhibits, interactive kiosks, documentaries, plays, video games or web-based projects that would show how Texas industries have influenced world history."
2. Discuss the following in groups:
 - Observations recorded on the Data Collection sheet at the Museum
 - How the original script of the story can be broadened to show world-wide connections
 - How to make the presentation appropriate and interesting to a variety of visitors

3. Complete research to revise the initial draft of the script.

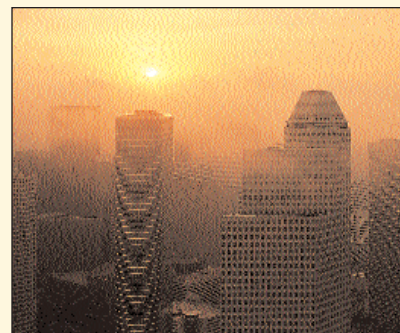
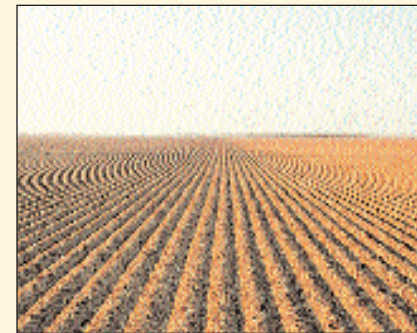
4. Share with the class the final script of the museum presentation that tells the story of the industry.

Expand Your View:

Students can create a proposal for the implementation of their project.

Proposals should include:

- Project description
- Description of the visitor's experience
- Budget
- Timeline to produce



Resources

The following resources were consulted in the development of this Guide and are valuable to educators.

Books:

Percoco, James A. *A Passion for the Past*. Portsmouth: Heinemann, 1998.
Smithsonian Institution. *Artifact and Analysis*. Washington: Smithsonian Institution, 2001.
Shoemaker, Betty Jean, Lewin, Larry. *Great Performances*. Alexandria: Association for Supervision and Curriculum and Development, 1998.

Quarterly:

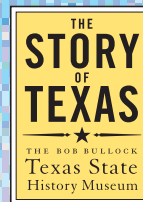
Smithsonian Institution. "Creating a Classroom Exhibit." *Smithsonian in your Classroom*, November 1999.

Film:

Texas: The Big Picture, a GSD&M Production, is funded by the Texas State History Museum Foundation, Southwest Airlines, ExxonMobil, and the State of Texas.

Web Sites:

The Bob Bullock Texas State History Museum – www.TheStoryofTexas.com
Texas: The Big Picture – www.texasbigpicture.com
Elisabet Ney Museum – www.ci.austin.tx.us/elisabetney
ExxonMobil – www.exxonmobil.com
The Handbook of Texas Online – www.tsha.utexas.edu/handbook/online
NASA – www.nasa.com
San Jacinto Museum – www.sanjacinto-museum.org/construction.html
Texas Agriculture Department – www.gotexan.com
Texas Parks and Wildlife – www.tpwd.state.tx.us/explix/ecomapx.htm
Texas State Library and Archives: Texas Treasures On-line Exhibit – www.tsl.state.tx.us/treasures/index.html



www.texasbigpicture.com
www.TheStoryofTexas.com

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