

MUSEUM OF THE BIG BEND

ELEMENTARY EDUCATIONAL OPPORTUNITIES



**FOR FIELD TRIP INFORMATION
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MUSEUM OF THE BIG BEND

ACTIVITY MENU (K-3)

PREHISTORY OF THE BIG BEND

& EARLY AMERICAN INDIANS

| | |
|-------------------------------------|----------------------|
| <i>FOSSIL MAKING</i> | <i>45 MIN</i> |
| <i>DINOSAUR FOOD</i> | <i>45 MIN</i> |
| <i>PTERODACTYL CRAFT</i> | <i>30 MIN</i> |
| <i>PICTOGRAPH ROCK ART</i> | <i>45 MIN</i> |
| <i>SAND PAINTING</i> | <i>45 MIN</i> |
| <i>BEADWORK</i> | <i>30 MIN</i> |
| <i>AMERICAN INDIAN GAMES</i> | <i>30 MIN</i> |

SPANISH ENTRADAS, AMERICAN EXPLORATION

& MAPPING

| | |
|--|----------------------|
| <i>SHAVING CREAM LANDFORMS</i> | <i>30 MIN</i> |
| <i>SALT CLAY MAPPING THE BIG BEND (GRADE 3)</i> | <i>1 HOUR</i> |

ERA OF CIVILIAN SETTLEMENT

| | |
|------------------------------------|---------------|
| <i>PIONEER WREATH</i> | <i>45 MIN</i> |
| <i>CORN HUSK DOLL (GRADES 2-3)</i> | <i>45 MIN</i> |
| <i>PIONEER GAMES</i> | <i>30 MIN</i> |
| <i>DRESSING A COWBOY/COWGIRL</i> | <i>30 MIN</i> |
| <i>ROPING A STEER MODEL</i> | <i>30 MIN</i> |
| <i>TISSUE PAPER FLOWERS</i> | <i>45 MIN</i> |

SOCIAL STUDIES TEKS (K-3)

| TOPIC | KINDERGARTEN | FIRST | SECOND | THIRD |
|--|---|---|---|--|
| PREHISTORY OF THE BIG BEND & EARLY AMERICAN INDIANS | K.3C K.4A K.4B K.5A K.5C K.13A K.14A K.14B K.14D | 1.16A 1.5A K.5B 1.6A 1.7A 1.14B 1.16A | 2.2B 2.3A 2.4A/B 2.7A 2.7C 2.12A | 3.1A 3.2A 3.3B 3.4A 3.14A 3.14B 3.15A 3.15E |
| ERA OF AMERICAN EXPLORATION SPANISH ENTRADA & MEXICAN BORDER | K.2A, K.3A,B K.3C, K.4B K.5A, K.3C K.13A, K.14A K.14B, K.14D | 1.4B 1.5A 1.5B 1.6A 1.7A 1.12B 1.16A | 2.1B 2.2A 2.2B 2.3A 2.3B 2.4A,B 2.5 | 3.1A 3.1C 3.2A 3.3A 3.4A 3.4C 3.10A 3.14A 3.14B,C 3.15A 3.15C 3.15E |
| ERA OF CIVILIAN SETTLEMENT RANCHING SOLDIERS SOUTHERN PACIFIC RAILROAD | K.3A/B K.3C K.4B K.5A K.5C K.13A K.14B K.14D | 1.5A 1.5B 1.6A 1.7A 1.14B 1.16A | 2.2B 2.3A 2.3B 2.4B 2.5A 2.7A 2.7C 2.12A | 3.1A 1.3C 3.2A 3.3A,B 3.4A 3.4C 3.10A 3.14A,B,C 3.15A,C,E |
| | | | | |

SOCIAL STUDIES TEKS (K-3)

Kindergarten TEKS

K2.A Historic figures.

K.3A, B Spatial terms related to relative location.

K.3C Use Geographic tools to determine location (maps, globe, compass).

K.4A Physical Characteristics.

K.4B Geographical location influences human characteristics (specific to our area) shelter, clothing, food, activities).

K.5A Basic human needs (food clothing shelter).

K.5C Needs can be met (producing, purchasing, trading, trapping).

K.9A Flags (USA, TX).

K.12C Describe how his or her life might be different with modern technology.

K.13A Gather information about a topic using a variety of valid oral, visual sources such as: interviews, music, pictures, symbols, and artifacts with adult assistance.

K.14A Place events in chronological order.

K,14B Use Social Studies terminology related to time and chronology correctly.

K.14D Create and interpret visuals, including pictures and maps.

1st Grade TEKS

1.4B Locate and explore community, Texas, and United States on map and globe.

1.5A Physical characteristics of place.

1.5B Identify and describe how geographic locations influences the human characteristics of place such as shelter, clothing, food, and activities.

1.6A Describe ways that family meet basic human needs.

1.7A Identify examples of goods and services. Toys, clothes, activities. (Compare kids in the past to children now).

1.12B Historical figures and other individuals who have exemplified good citizenship.

1.13A Explain state and national symbols -flags traditions of communities (Murder Steer).

1.16A Gather information about a topic using a variety of valid oral, visual sources such as: interviews, music, pictures, symbols, and artifacts with adult assistance.

1.14B Explain the way folktales and legends reflect beliefs, language, and, music, pictures, symbols, and artifacts with adult assistance.

2nd Grade TEKS

2.1B Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.

2.2A Identify contributions of historical figures (more detail than previous grades).

2.2B Describe how people and events have influenced local, community, history.

2.3A Identify use information on maps and globes such title, cardinal directions, and legends.

2.3B Create maps to show places and routes with in the home, school and community, historical landmark, map of historical interest.

2.4A Identify major landforms and bodies of water, including each of the seven continents and each of the oceans on maps and globes.

2.4B Locate places, including local community, Texas, United States, state capitol and US capital and bordering countries of Canada, Mexico on maps and globes.

2.5A Identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agricultural and drilling for oil.

2.7A Distinguish between producing and consuming

2.7C -Trace the development of a product from a natural resource to a finish product (candelilla wax, sotol plant, cattle).

2.12A Identify the significance of various ethnic, and/or cultural celebration (Dia de Los Muertos, rodeos).

3rd Grade TEKS

3.1A Describe how individuals, events, and ideas have changed communities, past and present.

3.1C Describe how individuals have contributed to the expansion/creation of communities.

3.2A Identify reasons people have formed communities, included a need for security and laws, religious freedom, and material well-being.

3.3A Describe similarities and differences in the physical environment including climate, landforms, natural resources, and natural hazards.

3.3B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (ranching, mining).

3.4A Use cardinal and intermediate directions to locate places on maps and globes in relation to the local community.

3.4B Use a scale to determine the distance between places on maps and globes.

3.4C Identify, create and interrupt maps of places that contain map elements including a title, compass rose, legend, scale and grid system.

3.9B Identify figures who exemplify good citizenship.

3.10A Explain the significance of various ethnic and/or cultural celebrations in local community and other communities.

3.12A Identify how various individual writers and artist contribute to the cultural heritage of community.

3.14A Gather information, including historical, and current events, and geographic data, about the community using a variety of resources.

3.14B Interpret oral, visual, and print material by sequencing, categorizing, identifying main idea, distinguishing between fact and opinion, identify cause and effect, competing, and contrasting.

3.14C, 3.15B Interpret and create visuals including graphs, charts, tables, timelines, illustrations, maps.

3.15A Use Social Studies terminology correctly

3.15C Apply the terms year, decade, and century to describe historical times.

3.15E Create written and visual materials such as stories, pictures, maps and graphic organizers to express ideas.

SCIENCE TEKS (K-3)

| TOPIC | KINDERGARTEN | FIRST | SECOND | THIRD |
|---|---|--|--|----------------------------|
| PREHISTORY OF THE BIG BEND & EARLY AMERICAN INDIANS | K.1A, B K.2A,D,E K.5B K.7B,C K.8C | 1.1A 1.2 1.4 1.5B,C 1.6C 1.7C | 2.1A,B 2.2D 2.5B 2.5C 2.6A 2.7C 2.8D | 3.1 3.2 3.2D 3.2F |
| ERA OF AMERICAN EXPLORATION & SPANISH ENTRADA/ MEXICAN BORDER | K.1A, B K.2A,D,E | 1.1A 1.2 1.4 | 2.1A,B 2.5C 2.7C | 3.1 3.2 3.2D 3.2F |
| ERA OF CIVILIAN SETTLEMENT/ RANCHING SOLDIERS SOUTHERN PACIFIC RAILROAD | K.1A, B K.2A,D,E | 1.1A 1.2 1.4 1.6C | 2.1A,B 2.5C 2.7C | 3.1 3.2 3.2F 3.6 |

SCIENCE TEKS (K-3)

In grades K-3, students are expected to research and explore resources such as museums, libraries, and professional organizations.

KINDERGARTEN TEKS

K.1A Identify and demonstrate safe practices during classroom and outdoor activities

K.1B Discuss the importance of safe practices

K.2(A) Ask questions about organisms, objects, and events observed in the natural world

K.2(D) Record and organize data and observations using pictures, numbers, and words

K.2(E) Communicate observations with others about simple descriptive investigations

K.5(B)* Observe, record, and discuss how materials can be changed by heating or cooling

K.7(B) Observe and describe physical properties of natural sources of water, including color and clarity

K.7(C) Give examples of ways rocks, soil, and water are useful

K.8(C)* Observe, describe, and illustrate objects in the sky such as the clouds, Moon, and stars, including the Sun

GRADE 1 TEKS

1.1(A) Identify, discuss, and demonstrate safe and healthy practices during classroom and outdoor investigations

1.2 Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations

1.4 Scientific investigation and reasoning. The student uses age-appropriate tools and models to investigate the natural world

1.5(B)* Predict and identify changes in materials caused by heating and cooling

1.5(C)* Classify objects by the materials from which they are made

1.6(C) Demonstrate and record the ways that objects can move such as in a straight line, zig zag, up and down, back and forth, round and round, and fast and slow

1.7(C) Identify how rocks, soil, and water are used to make products

GRADE 2 TEKS

2.1(A) Identify and demonstrate safe practices during classroom and outdoor investigations

2.1(B) Describe the importance of safe practices

2.2(D) Record and organize data using pictures, numbers, and words

2.5(B)* Compare changes in materials caused by heating and cooling

2.5(C) Demonstrate that things can be done to materials to change their physical properties such as cutting, folding, sanding, and melting

2.6(A)* Investigate the effects on an object by increasing or decreasing amounts of heat (heat melts butter)

2.7(C) Distinguish between natural and manmade resources

2.8(D) Observe, describe, and record patterns of objects in the sky, including the appearance of the Moon

GRADE 3 TEKS

3.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate practices.

3.2 Scientific investigation and reasoning. The student uses scientific practices during classroom and outdoor investigations

3.2(C) Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data

3.2(D) Analyze and interpret patterns in data to construct reasonable explanations based on evidence

3.2(D) Analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigation

3.2(F) Communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion

3.6 Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms.

MUSEUM OF THE BIG BEND ACTIVITY MENU (4-6)

EARLY AMERICANS

DOCENT PRESENTATION INCLUDES SCAVENGER HUNT

| | |
|---------------------------------|---------------|
| PICTOGRAPH ROCK ART (4-6) | 45 MIN |
| BEADWORK (4-6) | 45 MIN |
| AMERICAN INDIAN GAMES (4-6) | 30 MIN |
| MAKING A CORN HUSKER DOLL (4-6) | 45 MIN-1 HOUR |

EARLY SETTLERS /RANCHING/MEXICAN BORDER TRADITIONS

DOCENT PRESENTATION INCLUDES SCAVENGER HUNT

| | |
|---------------------------------|--------|
| PIONEER WREATH (4-6) | 45 MIN |
| PIONEER GAMES (4-6) | 30 MIN |
| DRESSING A COWBOY/COWGIRL (4-6) | 30 MIN |
| ROPING A STEER MODEL (4-6) | 30 MIN |
| TISSUE PAPER FLOWERS (4-6) | 45 MIN |

MAPPING REGIONS OF TEXAS AND LANDFORMS

| | |
|--------------------------------------|------------------|
| SHAVING CREAM LANDFORMS (4-6) | 30 MIN |
| MAPPING THE BIG BEND (4-6) | 1.5 HOURS |
| REGIONAL MAP OF TEXAS (4-6) | 2 HOURS |
| FOSSIL MAKING (4-6) | 30 MIN |

SOCIAL STUDIES TEKS (4-6)

| TOPIC | 4TH GRADE | 5TH GRADE | 6TH GRADE |
|--|---|---|---|
| Early Americans European exploration and colonization of the Big Bend of Texas | 4.2B 4.2C 4.11A,B,C 4.17A 4.21A,B,C 4.22A | 5.1A 5.4F 5.6A 5.8A 5.12C 5.21A 5.23A, E | 6.2A, B 6.3A, B 6.5B 6.13A,B,C,D 6.19A |
| Era of civilian settlements... Mining Ranching Fort Davis Southern Pacific Railroad Candelilla Wax Battle of Ojinaga Mexican Traditions | 4.2D 4.4B, C 4.11A,C,D 4.17A 4.21A,B,C 4.22A | 5.4F 5.6A 5.8A 5.12B,C 5.21A 5.23A,E 5.25A 5.26A | 6.2A,B 6.3A,B,C 6.5B,C 6.13A,B,C,D 6.19A,C |
| Mapping physical regions of Texas | 4.6B 4.11B | 5.6B,D 5.8A 5.12B 5.24A 5.25A | 6.3A,B,C 6.5B,C 6.19C 6.20A |

SOCIAL STUDIES TEKS (4-6)

GRADE 4 TEKS

4.2A The student understands the causes and effects of European exploration and colonization of Texas (Big Bend region)

4.2B Identify the accomplishments and explain the impact of significant exploration including Cabeza de Vaca on the settlement of Texas.

4.2C Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals.

4.2D Identify Texas' role in the Mexican War of Independence and the War's impact on the development of Texas (Big Bend region).

4.4B Explain the growth, development, and impact of the cattle industry in Texas.

4.4C Explain the effects of the railroad industry on life in Texas, including changes to cities and major industries.

4.6B Compare the physical regions of Texas (mountains and basins).

4.11A Identify how people in different regions (Big Bend) of Texas earn their living, past and present.

4.11B Explain how physical geographic factors such as climate, and natural resources have influenced the location of economic activities in Texas.

4.11C Identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.

4.11D Explain how developments in transportation and communication have influenced economic activities in Texas.

4.17A Identify customs, celebrations, and traditions of various racial, ethnic, and religious groups in the development of Texas culture.

4.21A The student is expected to use Social Studies terminology correctly.

4.21B The student is expected to incorporate main and supporting ideas in verbal and written communications.

4.21C The student is expected to express ideas orally based on research and experiences.

4.22A The student is expected to use problem solving and decision making processes to identify a problem, gather information, list and consider options, advantages and disadvantages, choose and implement a solution.

GRADE 5 TEKS

5.1 A Explain when, where and why groups of people explored, colonized, and settled in the United States (Big Bend region) including the search for religious freedom and **economic gain**.

5.4F Identify the challenges, opportunities, and contributions of people from various American Indians, immigrant groups, such as the settlement of the frontier and building of the transcontinental railroad (**Jumanos, Emerson, Grierson**).

5.6A Describe political and economic regions in the United States that result from patterns of human activity.

5.6B Describe regions in the United States based on physical characteristics such as landform, climate and vegetation.

5.6D Create a map of important physical features such as those found in the Big Bend Region.

5.8A Describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.

5. 12B Identify and explain how geographic factors have influenced the location of economic activities in the United States (Big Bend Region).

5.12C Analyzes the effects of immigration and migration on the economic development and growth of the United States.

5.21A Describe customs and traditions of various racial, ethnic, and religious groups in the United States.

5.23A Differentiate between, locate, and use valid primary, and secondary sources such as technology, interviews, biographies, **oral, print and visual material**; documents, and **artifacts** to acquire information about the United States.

5.23E Identify the historical context of an event.

5.24A Apply mapping elements including grid systems, legends, symbols, scales and compass roses to create and interpret maps.

5.25A Use social studies terminology correctly.

5.26A Use problem solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution.

GRADE 6 TEKS

6.2A Identify and describe the historical influence of individuals or groups on various contemporary societies. (Jumanos, Cabeza de Vaca, Pancho Villa).

6.2B Describe the social, political, economic, and cultural contribution of individuals, and groups from various societies, past and present.

6.3A Identify and explain the geographic factors responsible for patterns of population in places and regions. (Big Bend Region).

6.3B Explain ways in which human migration influences the character of places and regions.

6.3C Identify and locate major physical and human geographic features such as landforms, water bodies, urban centers and various places and regions. (Big Bend Region).

6.5B Identify and analyze ways people have adapted to the physical environment in various places and regions.

6.5C Identify and analyze ways people of modified the physical environment such as mining, irrigation, and transportation infrastructure.

6.13A Identify and describe common traits that define cultures and culture regions.

6.13B Define a multicultural society.

6.13C Analyze the experiences and contributions of diverse groups to multicultural societies.

6.13D Identify and explain examples of conflict and cooperation between and among cultures.

6.19A Differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material, and artifacts to acquire information about various world cultures.

6.19C Organize and interpret information from outlines, reports, databases, and **visuals**, including graphs, charts, timelines and **maps**.

6.20A Answer geographic questions, including: Where is it located? Why is it there? What is significant about its location?

NOTE: Highlighted words and phrases are specific to the models at the Museum.

SCIENCE TEKS (4-6)

| TOPIC | 4 TH GRADE | 5 TH GRADE | 6 TH GRADE |
|---|---|---|---|
| <p>Early Americans European exploration and colonization of the Big Bend of Texas</p> | <p>4.1 4.2B 4.3 4.4 4.7</p> | <p>5.1A 5.2B</p> | <p>6.1A 6.2A 6.3B,C</p> |
| <p>Era of civilian settlements... Mining Ranching Fort Davis Southern Pacific Railroad Candelilla Wax Battle of Ojinaga Mexican Traditions</p> | <p>4.1 4.2B,C 4.3 4.4</p> | <p>5.1A 5.2B</p> | <p>6.1A 6.2A 6.3B,C 6.8B</p> |
| <p>Mapping physical regions of Texas</p> | <p>4.1 4.2B,C 4.3 4.4 4.7 4.7B</p> | <p>5.1A 5.2B 5.2G 5.7B</p> | <p>6.1A 6.2A 6.3B,C</p> |

SCIENCE TEKS (4-6)

In grades 4-6, students are expected to research and explore resources such as museums, libraries, and professional organizations.

GRADE 4 TEKS

4.1 Scientific investigation and reasoning. The student conducts classroom and outdoor investigations, following home and school safety procedures and environmentally appropriate and ethical practices.

4.2(B) Collect and record data by observing and measuring, using the metric system, and using descriptive words and numerals such as labeled drawings, writing, and concept maps.

4.2(C) Construct simple tables, charts, bar graphs, and maps using tools and current technology to organize, examine, and evaluate data.

4.3 Scientific investigation and reasoning. The student uses critical thinking and scientific problem solving to make informed decisions.

4.4 Scientific investigation and reasoning. The student knows how to use a variety of tools, materials, equipment, and models to conduct science inquiry.

4.7 Earth and space. The students know that Earth consists of useful resources and its surface is constantly changing.

4.7(B) Observe and identify slow changes to Earth's surface caused by weathering, erosion, and deposition from water, wind, and ice.

GRADE 5 TEKS

5.1(A) Demonstrate safe practices and the use of safety equipment as described in the during classroom and outdoor investigations.

5.2(B) Ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.

5.2(G) Construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.

5.7(B) Recognize how landforms such as deltas, canyons, and sand dunes are the result of changes made by wind, water, and ice.

GRADE 6 SCIENCE

6.1(A) Demonstrate safe practices during classroom and field investigations.

6.2(A) Plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology.

6.3(B) Use models to represent aspects of the natural world such as a model of Earth's layers.

6.3(C) Identify advantages and limitations of models such as size, scale, properties, and materials.

6.8(B) Identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces.