



## **A HISTORY PATCH**

Developed by  
**The Bob Bullock Texas State History Museum**  
for Girl Scouts of the U.S.A. and Boy Scouts of America

Supported by a grant from the  
**Union Pacific Foundation**



**BUILDING AMERICA®**

# My Story is A Texas Story

## About the Bob Bullock Texas State History Museum:

The Bob Bullock Texas State History Museum recognizes the power of history to inspire present and future generations. It is the rich tapestry of Texas history that reflects the diverse people who have made Texas home and in turn formed the Texas identity - an identity that is known worldwide for its larger than life character and pride, but is also known in the qualities of courage, perseverance, and vision. Future generations will mold and reshape Texas, but the Texas identity will remain an enduring theme in The Story of Texas.

## About the Patch Program:

The goal of this patch is to encourage Girl Scouts and Boy Scouts to explore their individual identity through stories of family, community, and Texas history. By completing the activities, we hope they will build a foundation for good citizenship as they examine the concept of identity in an historical context.

## To Earn the Patch:

- Participants will complete the required number of activities (see chart below) in each of the four sections: Personal Identity, Community Identity, the Texas Identity, and Texas and the World.

Age	Must Complete	Choose 1	Choose 2	Total
8 - 11 years	four starred activities (one from each section)	one additional activity from each section		eight
12 - 17 years	four starred activities (one from each section)	one additional activity from each section	any two activities from any section	ten

- All activities will be completed on scrapbook pages provided in this booklet.
- A blank scrapbook page is provided at the end of the booklet for activities without an assigned page.
- Participants should make their own cover page for the scrapbook.
- The completed scrapbook should be turned in to the adult leader who will verify its completion on the patch order form.

## To Order the Patch:

- Order forms are available with the booklet or online at [www.TheStoryofTexas.com](http://www.TheStoryofTexas.com). Mail the order form and check or money order to The Texas State History Museum, Attention: Scout History Patch, P.O. Box 12874, Austin, Texas 78711.
- Order forms are also available at [www.girlscouts-lonestar.org](http://www.girlscouts-lonestar.org). Mail the order form and check or money order to Girl Scouts - Lone Star Council, Program Department, 12012 Park Thirty Five Circle, Austin, Texas 78753.

If you have questions, please e-mail:  
[Education@TheStoryofTexas.com](mailto:Education@TheStoryofTexas.com), subject line: Scout History Patch.

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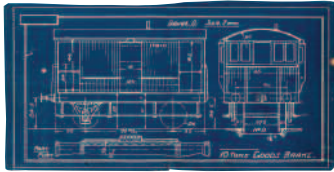
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# Tools That Tell About the Past

Historians use tools to investigate the past. You can use the same tools to explore your personal, community, and Texas history.

**Primary sources** are original documents and objects from the participants and observers of an event. Historians rely on primary sources as the best evidence of the past to understand stories of people and events.



**Secondary sources** include books, newspapers, and magazines. Unlike primary sources, secondary sources tell stories from authors' interpretation of their research about people and events.

**People** can provide insight and information on a variety of topics from their personal experiences and professional knowledge. Oral histories add a rich perspective to historical events.



**Documents** are written records that provide you with clues about people and events.



**Artifacts** are three dimensional objects that are records of how people lived, worked, and played.

**Images** include photographs, drawings, paintings, graphics, and engravings. They provide information on the technology of capturing images



as well as places, people, events, and lifeways.

**Ephemera** refers to printed items that are not created for long term use such as tickets, posters, and flyers.



**Maps** can provide a variety of information about location, industry, climate, geographic features, and more.



## Texas Websites and Keywords

The following list of websites is only a sampling of sites available on the Internet. Use these sites or search for additional ones by using the following keywords or your own keywords.

### TEXAS MAPS

[www.lib.utexas.edu/maps](http://www.lib.utexas.edu/maps)

### TEXAS ONLINE, TEXAS CITIES AND COUNTIES, TEXAS GOVERNMENT

[www.state.tx.us](http://www.state.tx.us)

[www.texasalmanac.com](http://www.texasalmanac.com)

### TEXAS HISTORICAL SITES

<http://atlas.thc.state.tx.us>

### TEXAS TIMELINES

[www.texasalmanac.com/history/timeline](http://www.texasalmanac.com/history/timeline)

### FAMOUS TEXANS, TEXAS HISTORY

[www.TheStoryofTexas.com](http://www.TheStoryofTexas.com)

[www.tsha.utexas.edu/handbook/online](http://www.tsha.utexas.edu/handbook/online)

[www.cemetery.state.tx.us](http://www.cemetery.state.tx.us)

### IMMIGRANTS TO TEXAS

[www.texancultures.utsa.edu](http://www.texancultures.utsa.edu) (click on Education)

### TEXAS ECONOMY, TEXAS TRADE

[www.bidc.state.tx.us](http://www.bidc.state.tx.us)

### GIRL SCOUTS USA

[www.waggs.org](http://www.waggs.org)

[www.girlscouts.org](http://www.girlscouts.org)

### BOY SCOUTS OF AMERICA

[www.scouting.org/international/index.html](http://www.scouting.org/international/index.html)

# Section I: Personal Identity

## ACTIVITIES

**Think About:** What makes me who I am? How does my personal history make up my identity?

- ★ 1. Find an artifact (object) that tells something about you. Complete page 4, *Artifacts Tell My Story*. Share your personal story with your family, scout group, or leader.



2. Make a list of words that describe you. Create a collage of pictures and words from your list.
3. Ask a family member to share a story in which you play an important part. Record your story in your scrapbook.
4. Ask family members to share stories about relatives from different generations. Record your stories in your scrapbook.
5. Make a family tree or chart including as many generations as possible.
6. Review the values listed in the Girl Scout Law or the Boy Scout Core Values. Choose two values that are the most important to you. Find a story about an historical person who demonstrated those values in his/her life. Describe how he/she and you show those values.
7. Write one or two sentences that reflect your philosophy of life or your world view. Give an example of an historical figure that also demonstrated this philosophy.
8. Choose an historical person associated with an occupation that you are interested in pursuing. What personal talents and characteristics did that person have that contributed to his/her success? Explain how your talents and characteristics will also help you in your career choices.

## Artifacts Tell My Story

Find an artifact (object) that helps to tell your story. It can be a keepsake related to a favorite activity, place and event, or other object that is important to you. Answer as many of the questions as you can about your artifact.

1. Describe and identify your artifact. Draw your artifact in the box.

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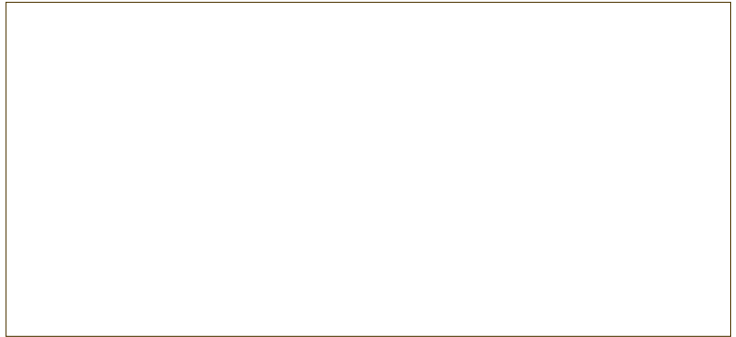
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2. How does your artifact connect to other people in your life?

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3. What kind of feelings, thoughts, or ideas does your artifact represent? Why?

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4. What time or event in your life does the artifact represent? Why is it important to you?

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5. What changes in your life are represented by your artifact?

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6. Summarize what the artifact says about you to tell to your Scout group.

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## Section 2: Community Identity

### ACTIVITIES

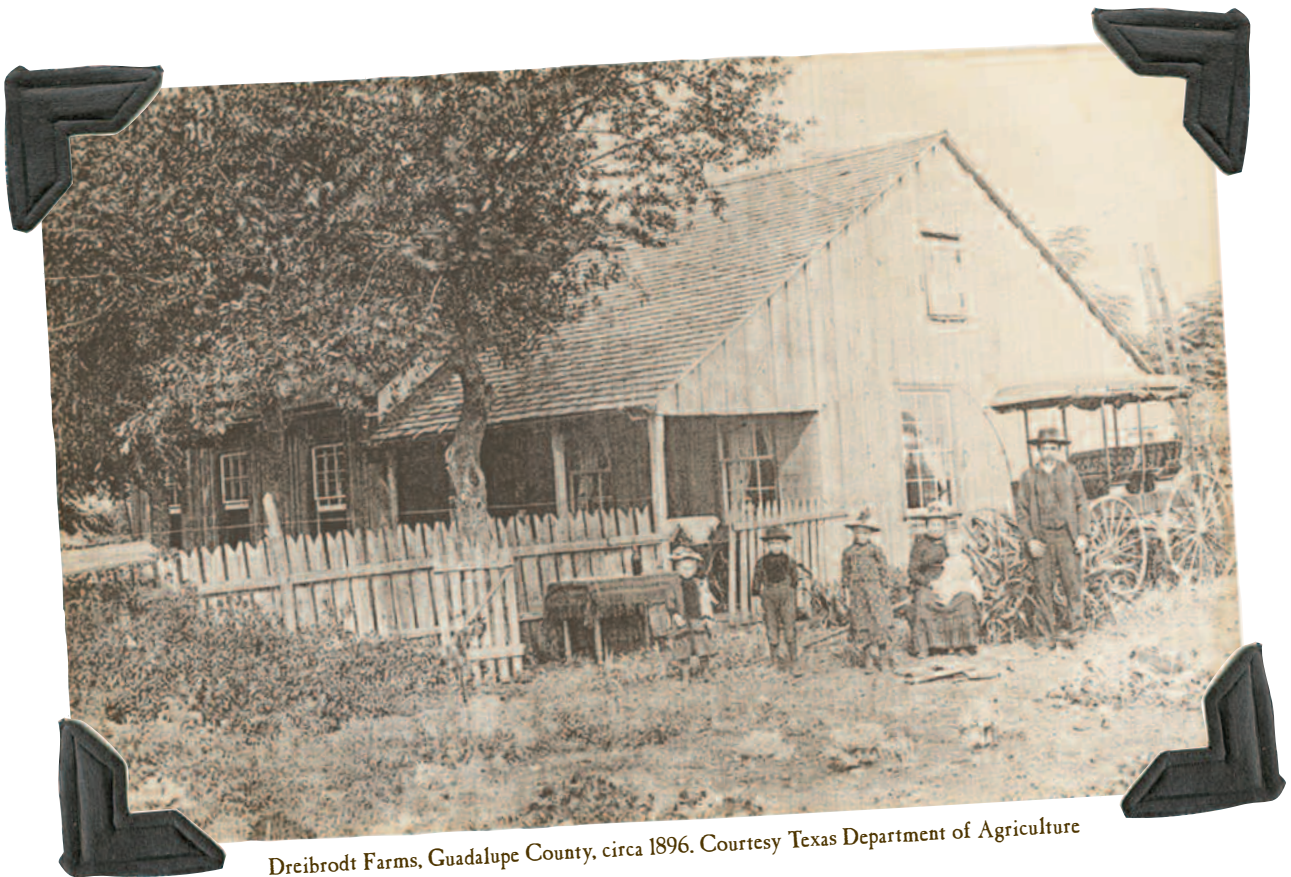
**Think About:** What history makes my community special or unique? How is my identity part of my community's identity?

- ★ 1. Visit a history or heritage museum or a historic place in your community. Before your visit, read page 7, *Discovering History Through Artifacts*. Select a favorite artifact (object) during your visit and complete page 7.
2. Make a banner or bumper sticker with a motto that relates to the history of your community. Include a symbol that supports your motto. Explain how the motto represents your community.
3. Interview a person who has lived in your community for 25 years or more. Use pages 8 and 9, *You Are the Reporter* and *Community Memories*. Ask questions about what the community was like then and now. Ask them to tell you about an exciting or memorable story about a person and/or event in the community.
4. Create a history map showing five historic places in your community. You may draw your own map or print a map from the Internet. You may choose a historical marker, a history or heritage museum, cemetery, monument, historic house, and/or an archaeological site. Use the Web sites and keywords on page 2 to search for historical places in your area.
5. The State Fair celebrates unique and special features of Texas each year. What celebrations does your community have to honor its history, heritage, harvests, or wildlife and nature? Design a poster informing people of the community celebration to post at your school.
6. Choose your favorite part of the historical place you visited. Think of questions about what you saw. Investigate for more information. Using graphic software such as Microsoft Paint or Adobe Photoshop, design and label an exhibit that includes your own images and research. Use page 10, *Designing an Exhibit*, to organize your information.





7. Find a street, building, or park named after someone in your community. Discover why the place was named after this person. Write a brief play about the person's contribution to your community. Include the script in the scrapbook. Perform your play at a Scout meeting, school, local museum, or community event.
  
8. Draw a community web connecting you to places (example: Scout meeting place, church,...) in your community that are important to you. Place yourself in the middle of the web. Pick one of the connections and give a brief history of the place. Include when it was built, what the place has been used for over time, how it has changed over time, and why it is important to your community and you.
  
9. Check with your local Chamber of Commerce to find out the main businesses and industries in your community. Investigate how people's jobs have changed over the course of your community's history. On the top half of your paper, make an advertisement for a business in your community 50 years ago, and on the bottom half, make an advertisement for a current business or industry in your community.



Dreibrodt Farms, Guadalupe County, circa 1896. Courtesy Texas Department of Agriculture

## Discovering History Through Artifacts

Take this sheet with you on your visit to a history museum or historical place.

Where did you go? \_\_\_\_\_

What history did you explore at the place you visited?

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Why is the history of the place you visited important to your community?

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Describe or draw your favorite artifact from the place you visited.

Look at the object and read its written label. What story does it tell?

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## You are the Reporter

Oral histories are stories passed on through memory. They are considered primary sources by historians who use these stories to add personal thoughts, feelings, and perspectives to events in the past.

You are the reporter who will search out the stories to be told. It is your job to decide who to interview, what questions to ask, and what you will share in your scrapbook.

### ORAL HISTORY TIPS:

- Decide on a topic.
- Start close to home to find the right person to interview by asking relatives, teachers, and adults in your neighborhood, community leaders and church members. You can expand your search to senior citizen organizations and centers, cultural organizations, libraries and museums.
- Arrange to meet with the person being interviewed at a time and place convenient for him or her. Always take an adult with you to the interview.
- Write out four to six open-ended questions to ask. Open-ended questions allow the person being interviewed to elaborate on a topic. Here are two examples: What was it like growing up in this community? How has the community changed over the last twenty-five years?
- If you plan to use a recording device, try it out before the interview to make sure it is working properly. Bring batteries, a usable tape, a microphone, and electrical cord with you to the interview.
- If you are writing the responses, make sure you have room after each question for the answer and additional comments related to the question.
- Before you begin asking questions, make a note of who you are interviewing, the date, place, purpose, and topic so you can complete the top section of page 9, *Community Memories*.
- Keep the interview to no more than one hour.
- Thank the person you interviewed and follow-up with a thank you note. After you have finished this activity, you can show the scrapbook to the person interviewed so they can see how the stories are used.

# Community Memories

Person interviewed: \_\_\_\_\_ Date: \_\_\_\_\_

Place of Interview: \_\_\_\_\_

Topic: \_\_\_\_\_

What history did you learn about your community?

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How does the information you learned contribute to the story of your community?

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## Designing an Exhibit

My favorite part of the historical place I visited: \_\_\_\_\_

This was my favorite part because: \_\_\_\_\_

What I want to know: \_\_\_\_\_

\_\_\_\_\_

My topic for the exhibit: \_\_\_\_\_

My title for the exhibit:



My exhibit with a title, images, and labels will look like:

## Section 3: The Texas Identity

### ACTIVITIES

**Think About:** What is the Texas Identity? How is my community part of the Texas Identity? How am I part of the Texas Identity?



- ★ 1. On the floor of the Texas State History Museum is a mural showing images of Texas history. The following words surround the mural: “Born Around the Campfires of Our Past, The Story of Texas.” What images do you think of when you think of Texas? Draw your own campfire mural with at least four images of Texas in the past and the present and explain how they help to tell the story of Texas and your community.
2. (8 - 11 years only) Read a story about Texas in the past. Create a bookmark: on one side draw the main character and describe three of his/her characteristics or values. On the other side, draw or tell what the main character did.
3. (8 - 11 years only) Complete the *Traits of Texas Identity Word Search* on page 12.
4. Visit the Texas State History Museum website and click on the six bronze panels on the museum building to view the images. Name the six images and briefly explain how they help to tell the story of Texas identity.
5. Create an illustrated timeline showing five major events in Texas history that shaped the identity of your community.
6. How did you become a Texan? Trace your family’s arrival to Texas. Include a map showing how they traveled to Texas. Write a short paragraph about why they came and an interesting story about how your family became part of the Texas Identity.
7. The Texas State History Museum has identified the following words to describe the Texas Identity: adventurous, audacious, boastful, brave, courageous, honorable, hopeful, steadfast, and visionary. Investigate a famous Texan from the past who you think represents the Texas Identity (the Texas State Cemetery website is one source for a list of famous Texans). Design an award named after your famous Texan. Choose someone living in your community today to honor with the award for exhibiting the same traits as your famous Texan. Write the name of the recipient and the reasons for your choice on the award.
8. (12 - 17 years only) Help a younger Scout or Scout group fulfill the requirements for the *My Story is a Texas Story* patch. Keep a record of your activities.

# The Traits of Texas Identity Word Search

1. Circle or highlight the words in the grid that are the same as the words in the word bank.

**Word bank:**

brave

resourceful

steadfast

proud

boastful

generous

diverse

friendly

U	N	Z	G	F	P	B	R	A	V	E	M
R	Q	U	I	W	R	A	L	L	Y	G	A
E	I	G	E	B	O	A	S	T	F	U	L
S	Y	E	J	A	U	B	I	L	E	E	L
O	X	N	N	T	D	I	V	E	R	S	E
U	S	E	E	H	D	S	A	X	E	T	S
R	H	R	Y	L	D	N	E	I	R	F	E
C	E	O	L	R	B	A	Y	J	O	X	L
E	A	U	A	K	S	P	A	C	E	A	A
F	L	S	T	E	A	D	F	A	S	T	O
U	T	O	R	I	N	A	D	O	S	U	N
L	H	U	R	L	R	I	C	A	N	E	X

2. Pick two of the words from the word search and explain how the words describe Texans. Use the same words and explain how they describe you.

<b>Texans:</b> _____ _____ _____ _____ _____	<b>You:</b> _____ _____ _____ _____ _____
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## Section 4: Texas and The World

### ACTIVITIES

**Think About:** How is the Texas Identity part of the world?



★ 1. Throughout Texas history, people from all over the world have come to Texas to live. Many immigrants still choose Texas to be their new home. Read an immigrant's personal story or visit the Institute of Texan Culture website at [www.texas.cultures.utsa.edu/newtexans/index.htm](http://www.texas.cultures.utsa.edu/newtexans/index.htm) (click on New Texans icons; then click on the "talk about" link) to find out what life was like for immigrants that came to Texas. Interview an adult from another country or state and compare his/her story of coming to Texas with earlier immigrant stories. Use pages 8 and 14, *You are the Reporter* and *Coming to Texas*.

2. (8 - 11 years only) Create a postcard with the one image of Texas you think is recognizable in other parts of the world.
3. On page 15, *Texas Connects to the World*, show at least four connections that Texas has established throughout its history to other parts of the world.
4. Survey at least four people from other states and countries about what images or words they thought described Texas before they came here. Ask how their ideas have changed since visiting or living in Texas. You will need two copies of page 16, *Impressions of Texas*, to record responses.
5. Imagine that the Texas Legislature wishes to acknowledge four famous Texans for their contributions or leadership as Texans around the world. Choose the Texans to be honored. Design a set of commemorative medals, posters, or stamps for each Texan. Include his/her name and images or words to briefly explain why he/she represents the Texas Identity. You may select sports figures, musicians, entertainers, politicians, and leaders in technology, science, medicine, and space.
6. Your Scout group has been chosen to be Ambassadors from Texas at an international Scout conference. Prepare a presentation introducing your Texas council to Scouts around the world. Include what makes you and your council uniquely Texan and your contributions to Scouting around the world.
7. Volunteer to help an international effort to support people in need.



## Coming to Texas

Person interviewed: \_\_\_\_\_ Date: \_\_\_\_\_

We talked about: \_\_\_\_\_

What did you learn about your interviewee's experiences, impressions, and thoughts about moving to Texas?

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How did his/her experiences compare and contrast to those of immigrants that you read about?

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# Texas Connects to the World

Over the last 150 years, the Texas identity has become more recognizable worldwide because of the connections Texans have made to other countries. List at least four specific ways that Texans have become known worldwide.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Show the parts of the world you think have come in contact with the Texas identity through the connections listed above by drawing a line from Texas to other countries on the world map.



# Impressions of Texas

Person interviewed: \_\_\_\_\_

Country or state where person came from: \_\_\_\_\_

Impressions before they came: \_\_\_\_\_

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Impressions now: \_\_\_\_\_

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Person interviewed: \_\_\_\_\_

Country or state where person came from: \_\_\_\_\_

Impressions before they came: \_\_\_\_\_

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Impressions now: \_\_\_\_\_

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Write the section and activity number you are completing: Section \_\_\_\_\_ Activity \_\_\_\_\_

Write the section and activity number you are completing: Section \_\_\_\_\_ Activity \_\_\_\_\_