

TEED 649

FIELD TRIP

ASSIGNMENT

—— Taylor Fikac

UTSA *Institute of Texan Cultures*

ACTIVITIES

Flags of Texas Settlers

Exhibit Floor Guided Tour

Back 40 Living History Tour

Hemisfair Park - Lunch



OVERVIEW

LOCATION & TRAVEL

Students will travel from campus by bus to the ITC located in downtown San Antonio.

LENGTH

One-Day
ITC: 9:00am-12:30pm
Hemisfair Park: 12:45pm-1:45pm

COST OF ADMISSION

Flags of Texas Settlers
- FREE
Exhibit Guided Tour
- \$3/student
Back 40 Living History Tour
- \$3/student



TEKS

WGS. 16 The student understands how the components of culture affect the way people live and shape the characteristics of regions.

- (a) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influences the process of innovation and diffusion;
 - (b) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies.
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WGS. 17 The student understands the distribution, patterns, and characteristics of different cultures.

- (a) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;
- (d) evaluate the experiences and contributions of diverse groups to multicultural societies.



Flags of Texas Settlers

Description

Students will explore the twenty-four flags of nations representing Texas' earliest settlement groups.

Supporting Questions:

- Where did the colors and symbols of flags originate?
- Which flags have been changed since the early settlers left their countries or origin and which have stayed the same?
- How do the flags of the world's nations differ? How are they similar? What are the reasons for these similarities?



Flags of Texas Settlers

Student Tasks and Expectations

During the presentation, students are expected to engage with the tour guide and think about the supporting questions. Once the tour is complete, students will begin filling out their *Flags of Texas Settlers* handout. The lesson will extend past the field trip, as students will create their own flag in class the following day.

During guided and independent practice, students are expected to respect their environment and those around them, participate and engage with the tour guide, and complete all necessary handouts.

Introduction

The UTSA Institute of Texan Cultures (ITC) was built as the State of Texas exhibit for the 1968 World’s Fair held in San Antonio. The indoor exhibit areas represented twenty-six of the earliest people groups that settled in Texas. Twenty-four flags representing these early settlement groups are flown in front of ITC in an area known as H.B. Zachry Plaza. When these flags were first flown at the Institute’s opening in 1968, nearly every design was considered correct and approved for display by either a national consulate or embassy located in the United States. However, some nations could not be asked at the time for political reasons. Some nations no longer existed in their older form, and a few nations had long been conquered by other nations. Furthermore, ambassadors from some nations requested that an earlier version of a flag not be displayed. For these groups, other representative flags are flown.

American Indian nations had a host of banners and standards, but they were not unified under a single symbol. Also, research on certain topics like Russian settlements, Romani migrations, and Wendish origins were not complete. Flags representing these groups are omitted.

In any case, flags are national symbols evoking strong feelings, both good and bad. They are also symbolic of an ever-changing history and political evolution. They are flown at ITC in honor of the peoples who made Texas.

Please Note: All images of flags and coat of arms used in this document are in the public domain, consisting entirely of information that is common property and contains no original authorship.



The Flags of Texas Settlers

Included in front of ITC are twenty-four flags representing Belgium, China, Czech Republic, Denmark, England, France, Germany (represented by the flags of Hesse, Mecklenburg, and Saxony), Greece, Ireland, Italy, Japan, Lebanon, Mexico, Netherlands, Norway, Poland, Scotland, Spain, Sweden, Switzerland, Texas, and the United States of America. Most of these flags were in use when the peoples of their respective nations first came to Texas and may be different from the nation’s current flag. Some groups left their native countries long before a national flag was adopted. For these groups, other representative flags are flown. The Texas flag represents all of the ethnic and cultural groups in the state.

Here are the twenty-four flags displayed in front of the Institute of Texan Cultures in alphabetical order.

BELGIUM



The national flag of Belgium (left) was adopted in 1830. The colors are from the coat of arms of the House of Brabant (right); the yellow from the lion, the red from the lion’s tongue, and the black from the shield.



House of Brabant Coat of Arms

na (below, left). The dragon is the traditional symbol ed in 1872. It was triangular in shape with a yellow shape in 1890 to conform to European patterns.



China’s flag today (adopted in 1949)

ie national flag of the Czech Republic (below, ngdom of Bohemia (below, center) and blue



Moravia Coat of Arms

annebrog, was introduced in 1219. end says the flag descended from of the world, the Danish flag is the



St. George is the patron saint of England and his flag became England’s national emblem in 1277. In 1606 the cross of Saint Andrew (below, left), patron saint of Scotland, was added to form the Grand Union flag. The cross of Saint Patrick (below, middle), patron saint of Ireland, was added in 1801 to form the Union Flag, or Union Jack (below, right).



St. Andrew’s Flag



Cross of St. Patrick



Union Flag or Union Jack Current Flag of the United Kingdom

Flags of Texas Settlers

Using **Flags of Texas Settlers**, answer the following questions about the flags and symbols.

Why do you think certain colors and symbols are chosen for flags?

What are some reasons for flags changing over time?

Why is the U.S. flag included in the Flags of Texas Settlers?

Pick two of the countries that only use colors in their flags. Why did these countries choose their colors?

Pick two countries that use symbols in their flags. Why did these countries choose to use symbols?

Before the Lone Star flag was adopted in 1839, other flags flew over Texas. Research one of the other Texas flags and summarize your findings in three sentences.

Extension Activities:

- Research the history behind one of the flags presented in the text and present your findings to the class.
 - What do the colors and symbols represent in the flag?
 - Why was the flag chosen to represent that country?
- Draw a flag with colors and a symbol that represent you. Then, write a paragraph explaining your choices or present your flag to the class.
- Use the text to play “Which Flag Am I?” by presenting clues about a flag and having the class guess which flag you are talking about.

Flags of Texas Settlers Handout



Exhibit Floor Guided Tour

Description

Texans One and All: Students will explore why different cultural groups came to Texas, where they settled, stories and traditions they brought with them, and lasting legacies.



Exhibit Floor Guided Tour

Student Tasks and Expectations

After students have participated in the guided tour, students will explore the exhibit for 15-20 minutes and complete their selected exhibit handout.

During guided and independent practice, students are expected to respect their environment and those around them, participate and engage with the tour guide, and complete all necessary handouts.

The Czech Texans



Frances Drozd Mendl in an embroidered Czech outfit, c. 1933.

Czech presence in Texas has been clear and profound. For this group of Slavic peoples, language preservation marked, at one time, their ethnicity. Other traditions are obvious—foods and music among them—and for these people, farming was not just an occupation but a philosophic life goal.

Many Czechs arriving from 1850 to the First World War considered the establishment of a self-sufficient farm as the most desirable, proper, creative way of life, not simply a way to make a living. On the ideal Czech farm, the family raised one cash crop (cotton or corn in Texas) and produced everything else they needed. The cash crop bought anything that could not be grown or made at home.

Before a Czech wedding could take place, the prospective couple had to own or rent land on which to farm. Nearly all farms created a prosperous life for the first two generations. The Czech way of life is also described in other words: responsible work.

The Czechs, arriving long before the establishment of Czechoslovakia in 1918, were a Slavic people of Bohemia, Moravia, and Silesia. Texas became home for many of the Moravians, and the Moravian dialects became Texas Czech. Perhaps because of their many European years of domination by other peoples, Czechs arrived in Texas with a love of democracy and individuality.

Immigrants settled in some 250 Czech communities mostly on the Blackland Prairie. Lavaca and Fayette Counties were heavily settled, with small centers appearing in Brazos, Burleson, and Williamson Counties. North of these areas, Czechs settled in Bell, McLennon, Ellis, Hill, and Kaufman Counties. Texas's Coastal Plain, below and within the German Belt, attracted hundreds of families.

Fayetteville, originally a German settlement, became Czech by the 20th century. The city is often called the “cradle of Czech settlement in Texas.”

Many Czech families, even though not settling nearby, passed through on their way up-country.



Baca's Family Band, Fayetteville, 1907

Digging Deeper

Using *Texans One and All: The Czech Texans*, answer the following questions about why Czech immigrants moved to Texas and what their life was like in the state.

Many Czechs that moved to Texas in the 19th century came with the goal of starting self-sufficient farms. What was grown on an ideal Czech farm?

How can Czech life be described in one word? _____

Find the list of counties where Czech settlements could be found in Texas. Use your gazetteer to locate these counties, and shade them in on the map below.



Why do you think Czech settlers chose to live in these areas?

Preserving Czech Culture

In addition to farming, what did Czechs believe was the key to holding onto their culture?

How did Czechs ensure that this part of their culture continued?

Why do you think this part of their culture was important to them?

Do you practice cultural traditions that are important to your family? Why or why not?

Summarize What You Learned

Write 2 sentences to summarize what you learned about Czech Texans and environmental push and pull factors.

Independent Topic – Example Handout



Back 40 Living History Tour

Description

Students will be given an overview of Texas History while exploring themes of community, identity, regionalism, immigration, and technology.



Back 40 Living History Tour

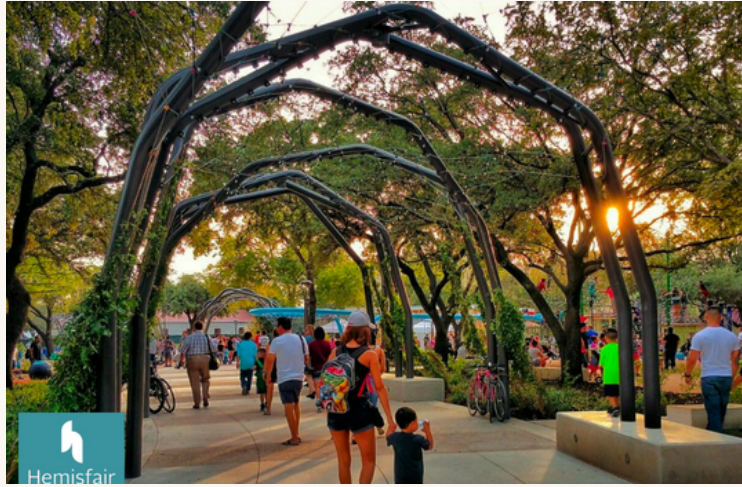
Student Tasks and Expectations

Students will think critically about the past in Texas by touring five buildings - 1870s Dogtrot Log House, 1880s Frontier Fort, 1890s One-Room Schoolhouse, 1900s Hill-Country Barn, and 1910s West Texas Adobe House.

Examples:

Students will "...explore how soldiers helped build and protect the Texas frontier. Students discover the unique culture of a frontier fort, including the families that lived alongside the soldiers and will enlist and embark on a tactical scouting expedition."

Students will "...experience a rural one-room schoolhouse and compare their lives to the past. Historical interpreters provide the daily lessons and culture of a one-room schoolhouse. Students will learn the 'Three R's' and engage in school yard games."

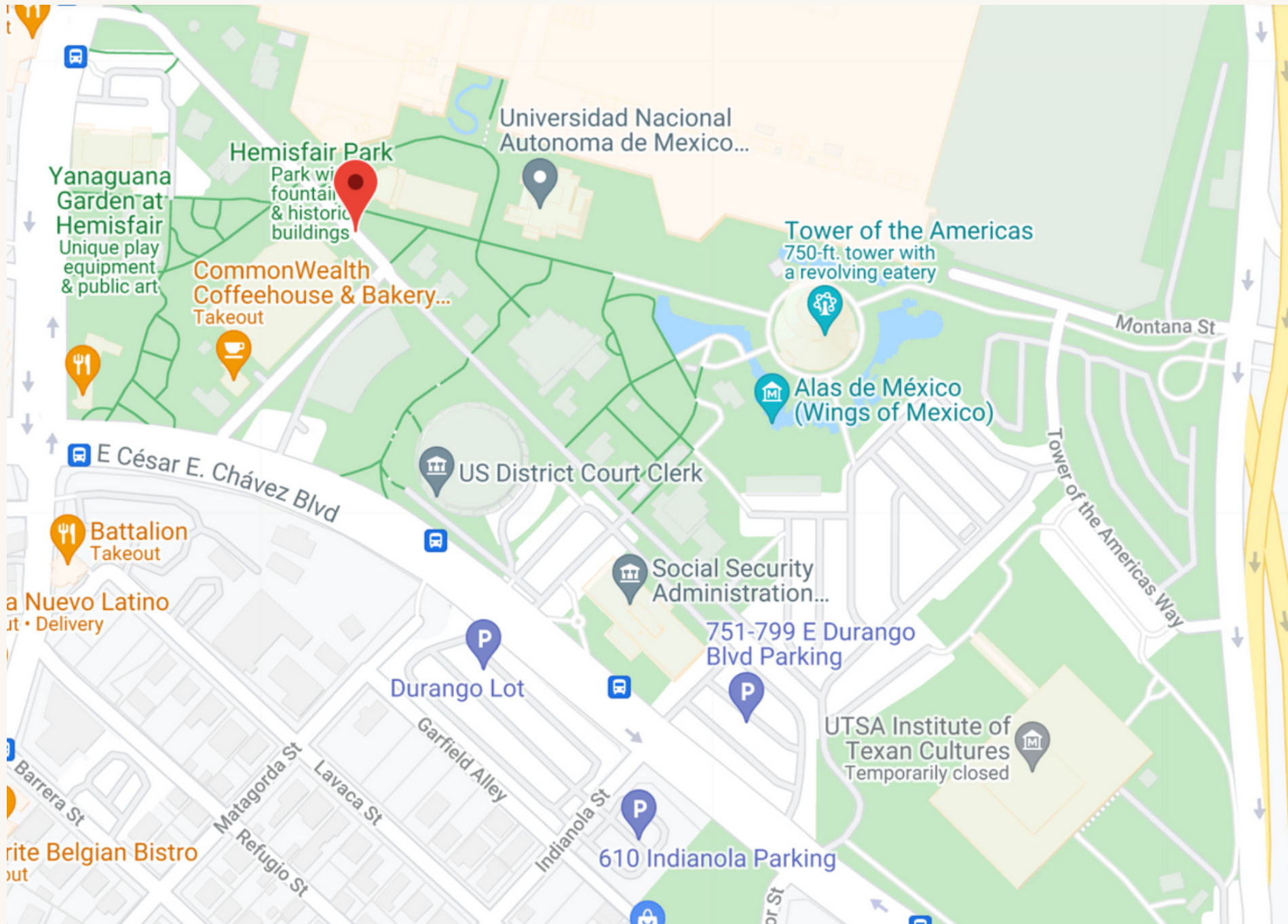


Hemisfair Park

Lunch

After all tours are completed at the Institute of Texan Cultures, students will take a quick walk down to Hemisfair Park for lunch!

Students will be able to enjoy the recently renovated park and visit the Yanaguana Garden.



Evaluation

Questions for evaluation will include:

- What was the unique educational value of the field trip?
- Did the students meet the objective and expectations?
- Was there adequate time for three activities and lunch?
- What might be done differently next year to make the experience better?
- What special points should be emphasized?
- What problems should be addressed in the future?

