

## PRE-VISIT ACTIVITIES

The following activities and links on our museum website are suggested to prepare your students for their trip to the Sam Houston Memorial Museum. We hope these activities will help your students to be more observant, use critical thinking and problem solving skills, and have a better understanding of history. You may choose to use one or more of the following activities, or plan a unit of study around Sam Houston or 19th century living. Some of these activities listed below are described in further detail in the pre-visit questions or links on the museum website.

- Read to the whole group (or have your students individually read) any of the suggested books included in the bibliography. These books should give a comprehensive overview on Sam Houston as well as pioneer life on the Texas frontier.
- Discuss the provided pre-visit questions. These questions will help prepare your students for the similarities and differences between the 19th and 20th centuries.
- Familiarize your students with the concepts and vocabulary that relate to Sam and the Museum. Your students' comprehension of these ideas will enhance their understanding and experience while they visit the Museum grounds.
- Illustrate on a map the route Sam Houston traveled to come to live in Texas. Explain the route Sam traveled to the following places:
  - 1793 Born in Rockbridge County, Virginia
  - 1807 Moved with mother and siblings to Maryville, Tennessee
  - 1829 Lived with Cherokees in Arkansas territory
  - 1832 Entered Texas for the first time
- Use a Venn diagram to compare and contrast 19th century life to life today. Consider any of the following topics: food, clothing, chores, home life.
- Review Sam Houston's chronology through the use of the simplified family chart and timeline on the museum's website. Have students illustrate pictures for each family member, or have students create their own family tree.
- Explain to students how Sam Houston lived with the Cherokee Indians when he was younger. While Sam was living with the Cherokees he received the nickname, The Raven. This nickname was given to him because the Cherokees believed ravens were a revered animal and symbol of men who led war parties. Discuss nicknames and how nicknames originate. Have children choose an animal nickname for themselves based on that animal's characteristics. Example, an owl would represent knowledge or a fox would represent cleverness.

- Create a KWL chart on Sam Houston and 19th century life. Have a whole class discussion about what students know, what they want to know, and after your visit add to the chart, what they have learned.
- Brainstorm with students what they expect to see at the museum. Review list after visit and discuss why their expectations were or were not met.
- Create one of the art and craft projects. Included examples are silhouettes, buzz buttons, a covered wagon, or make hushpuppies and butter.
- Recite the Pledge to Texas. Discuss what "honor" means. Brainstorm characteristics of honorable people. Make a list of people who have honor. Determine if Sam Houston should be included on this list.
- Complete any of the included activity pages
- Compare a map of 1835-1860 of Texas to today. Determine how and why changes have occurred.
- Review 19th century clothing. Discuss how and why the styles of clothing developed and changed.
- Read and discuss Margaret Houston's poems, Musings and My Husband's Picture. What do these poems say about 19th century women? What do they say about Margaret and Sam's marriage?