



TEXAS PERFORMANCE STANDARDS PROJECT

Grade 4 Social Studies

We Are Texans

This guide links the *We Are Texans* unit to the Texas Essential Knowledge and Skills (TEKS) for fourth graders. *We Are Texans* is a social studies unit that allows students to study the differences between their own communities and other communities, researching what it would be like to live in other places. Though a social studies unit, *We Are Texans* also gives students opportunities to practice skills in the other subject areas of English language arts, mathematics, and science. For example, students use data gathering and logic, which the Mathematics TEKS include; the idea of chronology, which the Science TEKS address; and writing and research skills, which are part of the English Language Arts TEKS. The following document includes the applicable TEKS and the details of the *We Are Texans* unit. The asterisks indicate that those TEKS are testable on the Texas Assessment of Knowledge and Skills (TAKS). The final section of this document presents the applicable Texas College Readiness Standards adopted by the Texas Higher Education Coordinating Board (THECB) on January 24, 2008.

Texas Essential Knowledge and Skills

This project may address the following TEKS:

English Language Arts:

- 4.1 Reads grade-level text with fluency and comprehension
- 4.2 Understands new vocabulary and uses it when reading and writing
- 4.3 Analyzes, makes inferences, and draws conclusions about theme and genre in different cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 4.7 Understands, makes inferences, and draws conclusions about the varied structural patterns and features of literary nonfiction and provides evidence from text to support their understanding
- 4.9 Reads independently for sustained periods of time and produces evidence of their reading
- 4.10 Analyzes, makes inferences, and draws conclusions about the author's purpose in cultural, historical, and contemporary contexts and provides evidence from the text to support their understanding
- 4.11 Analyzes, makes inferences, and draws conclusions about expository text and provides evidence from text to support their understanding
- 4.17 Writes about their own experiences
- 4.20 Understands the function of and uses the conventions of academic language when speaking and writing
- 4.21 Writes legibly and uses appropriate capitalization and punctuation conventions in their compositions
- 4.22 Spells correctly
- 4.23 Asks open-ended research questions and develops a plan for answering them
- 4.24 Determines, locates, and explores the full range of relevant sources addressing a research question and systematically record the information they gather

- 4.25 Clarifies research questions and evaluates and synthesizes collected information
- 4.26 Organizes and presents their ideas and information according to the purpose of the research and their audience
- 4.27 Uses comprehension skills to listen attentively to others in formal and informal settings
- 4.28 Speaks clearly and to the point, using the conventions of language
- 4.29 Works productively with others in teams

Mathematics:

- 4.13 Solves problems by collecting, organizing, displaying, and interpreting sets of data* (Testable on the Grade 4 Mathematics TAKS, Objective 5)
- 4.16 Uses logical reasoning to make sense of his/her world

Social Studies:

- 4.6 Uses geographic tools to collect, analyze, and interpret data
- 4.7 Understands the concept of regions
- 4.8 Understands the location and patterns of settlement and the geographic factors that influence where people live
- 4.9 Understands how people adapt to and modify their environment
- 4.11 Understands the basic economic patterns of early societies in Texas and the Western Hemisphere, and understands the reasons for exploration and colonization
- 4.13 Understands patterns of work and economic activities in Texas
- 4.20 Understands the contributions of people of various racial, ethnic, and religious groups to Texas
- 4.22 Applies critical-thinking skills to organize and use information acquired from a variety of sources, including electronic technology
- 4.23 Communicates effectively in written, oral, and visual forms
- 4.24 Uses problem-solving and decision-making skills, working independently and with others in a variety of settings
- 6.2 Understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies
- 6.3 Uses maps, globes, graphs, charts, models, and databases to answer geographic questions
- 6.4 Understands the characteristics and relative locations of major historical and contemporary societies
- 6.5 Understands how geographic factors influence the economic development, political relationships, and policies of societies
- 6.7 Understands the impact of interactions between people and the physical environment on the development of places and regions
- 6.15 Understands the similarities and differences within and among cultures in different societies
- 6.16 Understands that certain institutions are basic to all societies, but characteristics of these institutions may vary from one society to another
- 6.17 Understands relationships that exist among world cultures
- 6.18 Understands the relationship that exists between artistic, creative, and literary expressions and the societies that produce them
- 6.19 Understands the relationships among religion, philosophy, and culture

Science:

- 4.10 Knows that certain past events affect present and future events* (Testable on the Grade 4 Science TAKS, Objective 4)

Description of Unit

This project generates a deeper understanding of population groups that have settled in Texas. Students can study immigrant groups of the past or contemporary immigrant groups. How did the geography of Texas affect the settlers' decisions to move here? What did geography have to do with their choices once

they arrived? Students will understand how physical geography is vital to the decisions and choices people have made or will make. Additionally, students will learn concepts of cultural geography. What did population groups bring with them from their old homes? What contributions have they made to Texas? This project promotes understanding of others through the discovery of similarities and differences among population groups who come from various places around the globe to live in one place.

Goals

Students will meet these goals in their explorations:

- Demonstrate deep knowledge of regional, physical, cultural, and political geography
- Analyze how landforms contributed to settlement patterns in Texas
- Make generalizations about how culture is affected by its geography and immigration patterns
- Conduct research and draw conclusions

Phase I. Learning Experiences

1. Before beginning the project, take a tour of a museum. You may wish to go to one in your community, get a trunk from the Institute of Texan Cultures, or take a virtual tour of an online museum. Introduce students to the idea that they will be developing a museum display consisting of 7-10 artifacts. Ask them to identify criteria for an effective display.

You may wish to use some of these Internet resources to design and implement lessons that will help students understand what it means to curate an exhibit:

<http://209.7.110.8/~cnolan/exhibit/>

http://www.learner.org/channel/libraries/connectarts68/support/msartslibrary_8.pdf

http://www.princeton.edu/~cotsen/education/young_curators/curriculum/chapter_1.pdf

http://ccl.princeton.edu/Education/e393/young_curators_curri.html

<http://www.woodrow.org/phd/Practicum/co-curating.html>

http://www.statemuseum.arizona.edu/news/2003/nr_2003_04_21.shtml

<http://www.ursinus.edu/Section/News/newsdetail.asp?type=news&id=588>

2. The class will brainstorm population groups that have moved to Texas from another country (e.g., Vietnam, Germany, Mexico). As a group, students select an immigrant group to study. They will fill out Worldwide Investigation (Attachment #1). The purpose of the chart is to guide students through a comprehensive research process before identifying their own countries for independent research.
3. As a teacher-directed activity, students will identify the city, county, state, country, continent, and hemispheres in which they live. Use a globe, an atlas, and/or maps. Students will complete the first triangle in Where in the World?— Chart #1.
4. Each student, individually or in groups, will complete the second triangle in Chart #1 for the immigrant country that the student or group is studying. Students may be unable to fill in all the blanks for some foreign countries.
5. Now each student will complete An Immigrant's Journal—Entry #1.
6. For each of the charts (#2-8), the student will, through teacher-led instruction, locate the resources and complete the charts about Texas and the countries he/she has chosen to study. After researching a particular aspect, he/she will then write a journal entry in which he/she assumes the role of an immigrant to Texas in the past or present.

One resource that might help introduce the journal concept to students is Talbott, Hudson. *Safari Journal: The Adventures in Africa of Carey Monroe*. New York: Silver Whistle, 2003.

Here is a sample of websites that contain primary sources:

<http://www.archives.gov/>

<http://www.loc.gov/>

<http://www.uidaho.edu/special-collections/Other.Repositories.html>

<http://www.library.yale.edu/instruction/primsources.html>

<http://www.ibiblio.org/pha/>

<http://www.kn.pacbell.com/wired/fil/pages/listdocumentpa.html>

<http://dewey.chs.chico.k12.ca.us/primary.html>

<http://www.eduplace.com/ss/hmss/primary.html>

<http://library.louisville.edu/art/primary.htm>

<http://www.lib.berkeley.edu/TeachingLib/Guides/PrimarySources.html>

http://edsitement.neh.gov/view_lesson_plan.asp?id=323

A valuable resource for this unit is the Institute of Texan Cultures, which can be found at <http://www.texancultures.utsa.edu/public/index.htm>. The site contains many useful resources, including Oral Histories Online. They also have a Speaker's Bureau and Tex-Kits, trunks that contain artifacts of Texas immigrants.

Texas folklore resources include:

Curry, Jane Louise. *Hold Up the Sky: And Other Native American Tales from Texas and the Southern Plains*. New York: Margaret K. McElderry, 2003.

dePaola, Tomie. *Legend of the Bluebonnet: An Old Tale of Texas*. New York: The Putnam Publishing Group, 1996.

DeSpain, Pleasant, and Joe Shlichta. *Thirty-three Multicultural Tales to Tell*. Little Rock, AR: August House Publishers, 1993.

Dobie, J. Frank. *Legends of Texas*. Gretna, LA: Pelican Publishing Company, 1995.

Forest, Heather. *Wonder Tales from Around the World*. Little Rock, AR: August House Publishers, 1995.

Holt, David, and Bill Mooney. *Ready-to-Tell Tales: Sure-fire Stories from America's Favorite Storytellers*. Little Rock, AR: August House Publishers, 1994.

Kellogg, Steven. *Pecos Bill*. New York: HarperTrophy, 1992.

Kettleman, Helen. *Bubba the Cowboy Prince: A Fractured Texas Tale*. New York: Scholastic, 1997.

Phase II. Independent Research

A. Research process

1. Selecting a group to study. Each student selects a group that immigrated to Texas on which to conduct independent research.
2. Asking guiding questions. Once students have identified their groups, each student should think of three to five guiding questions to explore, such as:
 - Why did this immigrant group leave its home country?
 - In what part(s) of Texas did the immigrants settle?
 - What was life like for them in the new country?
 - What were similarities and differences in their old and new ways of life?
 - What contributions did the group make to Texas?

While these examples are general, the student's questions should be specific to the chosen immigrant group. The questions should lead him/her to form individual research-based opinions. The student should also develop a hypothesis or some possible answers to the questions.

3. Creating a research proposal. Each student should carry out a scientific research process:
 - Identify the group he/she will research
 - List the guiding questions to be explored
 - List the resources needed to find answers to the questions

In the process of writing the research proposal, the student may refine the guiding questions.

4. Conducting the research. After the teacher has approved student proposals, each student begins using the resources he/she has identified and others he/she may encounter. During this stage, students will need to keep a log, note cards, and/or resource process sheets of all the sources they use and what they need from each one.

B. The product

Each student will create a museum display illustrating the contributions of the group of immigrants to Texas. The museum display should have at least ten items in it, including, but not limited to, photographs, symbolic objects, audiotapes, videotapes, and documents. One helpful resource may be

http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html

Students should use Attachment #2—Final Product: Museum Display.

C. Communication

Each student will assume the role of a docent who is explaining the display to a group of fourth graders who are visiting the museum. Students in the audience should have an opportunity to ask questions.

D. Submission

- a. The cover sheet
- b. A research proposal, including guiding questions
- c. A research log, notes, or resource process sheets
- d. Final Product: Museum Display, including references
- e. A videotape or audiotape of the docent's talk, including the Q&A session

THECB College Readiness Standards

This unit may address the following THECB College Readiness Standards:

English Language Arts:

- | | |
|--------|---|
| I.A.2 | Generates ideas and gathers information relevant to the topic and purpose, keeping careful records of outside sources |
| I.A.3 | Evaluates relevance, quality, sufficiency, and depth of preliminary ideas and information, organizes material generated, and formulate thesis |
| II.A.1 | Uses effective reading strategies to determine a written work's purpose and intended audience |
| II.A.2 | Uses text features and graphics to form an overview of informational texts and to determine where to locate information |

- II.A.3 Identifies explicit and implicit textual information, including main ideas and author's purpose
- II.A.4 Draws and supports complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions
- II.A.8 Compares and analyzes how generic features are used across texts
- II.A.9 Identifies and analyzes the audience, purpose, and message of an informational or persuasive text
- II.B.1 Identifies new words and concepts acquired through study of their relationships to other words and concepts
- III.A.1 Understands how style and content of spoken language varies in different contexts and influences the listener's understanding
- III.A.2 Adjusts presentation (delivery, vocabulary, length) to particular audiences and purposes
- III.B.1 Participates actively and effectively in one-on-one oral communication situations
- III.B.2 Participates actively and effectively in group discussions
- III.B.3 Plans and delivers focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning
- IV.A.1 Analyzes and evaluates the effectiveness of a public presentation
- IV.A.2 Interpret a speaker's message; identifies the position taken and the evidence in support of that position
- IV.A.3 Uses a variety of strategies to enhance listening comprehension
- IV.B.1 Listens critically and responds appropriately to presentations
- IV.B.2 Listens actively and effectively in one-on-one communication situations
- IV.B.3 Listens actively and effectively in group discussions
- V.A.1 Formulates research questions
- V.A.2 Explores a research topic
- V.A.3 Refines research topic and devise a timeline for completing work
- V.B.1 Gathers relevant sources
- V.B.2 Evaluates the validity and reliability of sources
- V.B.3 Synthesizes and organizes information effectively
- V.B.4 Uses source material ethically
- V.C.1 Designs and presents an effective product

Mathematics:

- IV.D.2 Applies probabilistic measures to practical situations to make an informed decision
- VI.A.1 Plans a study
- VI.B.1 Determines types of data
- VI.B.2 Selects and applies appropriate visual representations of data
- VI.B.4 Describes patterns and departure from patterns in a set of data
- VIII.A.1 Analyzes given information
- VIII.A.2 Formulates a plan or strategy
- VIII.A.3 Determines a solution
- VIII.A.4 Justifies the solution
- VIII.A.5 Evaluates the problem solving process
- VIII.B.1 Develops and evaluates convincing arguments
- VIII.B.2 Uses various types of reasoning
- X.B.2 Understands and uses appropriate mathematical models in the natural, physical, and social sciences

Science:

- I.A.1 Utilizes skepticism, logic, and professional ethics in science
- I.A.2 Uses creativity and insight to recognize and describe patterns in natural phenomena

- I.A.3 Formulates appropriate questions to test understanding of natural phenomena
- I.A.4 Relies on reproducible observations of empirical evidence when constructing, analyzing, and evaluating explanations of natural events and processes
- I.C.1 Collaborates on joint projects
- I.E.2 Uses essential vocabulary of the discipline being studied
- III.B.3 Recognizes scientific and technical vocabulary in the field of study and use this vocabulary to enhance clarity of communication
- III.B.4 Lists, uses, and gives examples of specific strategies before, during, and after reading to improve comprehension
- III.C.1 Prepares and represents scientific/technical information in appropriate formats for various audiences
- III.D.1 Uses search engines, databases, and other digital electronic tools effectively to locate information
- III.D.2 Evaluates quality, accuracy, completeness, reliability, and currency of information from any source
- V.C.1 Recognizes patterns of change

Social Studies:

- I.A.2 Analyzes the interaction between human communities and the environment
- I.A.3 Analyzes how physical and cultural processes have shaped human communities over time
- I.A.4 Evaluates the causes and effects of human migration patterns over time
- I.A.5 Analyzes how various cultural regions have changed over time
- I.A.6 Analyzes the relationship between geography and the development of human communities
- I.B.2 Identifies and evaluates sources and patterns of change and continuity across time and place
- I.B.3 Analyzes causes and effects of major political, economic, and social changes in U.S. and world history
- I.C.2 Evaluates changes in the functions and structures of government across time
- I.E.2 Defines the concept of socialization and analyze the role socialization plays in human development and behavior
- I.E.3 Analyzes how social institutions function and meet the needs of society
- I.E.4 Identifies and evaluates the sources and consequences of social conflict
- I.F.1 Uses a variety of research and analytical tools to explore questions or issues thoroughly and fairly
- I.F.2 Analyzes ethical issues in historical, cultural, and social contexts
- II.A.1 Defines a “multicultural society” and consider both the positive and negative qualities of multiculturalism
- II.A.2 Evaluates the experiences and contributions of diverse groups to multicultural societies
- II.B.6 Analyzes how individual and group identities are established and change over time
- III.A.1 Distinguishes spatial patterns of human communities that exist between or within contemporary political boundaries
- III.A.2 Connects regional or local developments to global ones
- III.A.3 Analyzes how and why diverse communities interact and become dependent on each other
- III.B.1 Applies social science methodologies to compare societies and cultures
- IV.A.1 Identifies and analyzes the main idea(s) and point(s) of view in sources
- IV.A.2 Situates an informational source in its appropriate contexts
- IV.A.3 Evaluates sources from multiple perspectives
- IV.A.4 Understands the differences between a primary and secondary source and uses each appropriately to conduct research and construct arguments
- IV.A.5 Reads narrative texts critically
- IV.A.6 Reads research data critically
- IV.B.1 Uses established research methodologies

- IV.B.2 Explains how historians and other social scientists develop new and competing views of past phenomena
- IV.B.3 Gathers, organizes, and displays the results of data and research
- IV.B.4 Identifies and collects sources
- IV.C.1 Understands/interprets presentations critically
- IV.D.1 Constructs a thesis that is supported by evidence
- IV.D.2 Recognizes and evaluates counter-arguments
- V.A.1 Uses appropriate oral communication techniques, depending on the context or nature of the interaction
- V.A.2 Uses conventions of standard written English
- V.B.1 Attributes ideas and information to source materials and authors

Cross-Disciplinary Standards:

- I.A.1 Engages in scholarly inquiry and dialogue
- I.A.2 Accepts constructive criticism and revises personal views when valid evidence warrants
- I.B.1 Considers arguments and conclusions of self and others
- I.B.2 Constructs well-reasoned arguments to explain phenomena, validate conjectures, or support positions
- I.B.3 Gathers evidence to support arguments, findings, or lines of reasoning
- I.B.4 Supports or modifies claims based on the results of an inquiry
- I.D.1 Self-monitors learning needs and seeks assistance when needed
- I.D.2 Uses study habits necessary to manage academic pursuits and requirements.
- I.D.3 Strives for accuracy and precision
- I.D.4 Perseveres to complete and master tasks
- I.E.1 Works independently
- I.E.2 Works collaboratively
- I.F.1 Attributes ideas and information to source materials and people
- I.F.2 Evaluates sources for quality of content, validity, credibility, and relevance
- I.F.3 Includes the ideas of others and the complexities of the debate, issue, or problem
- I.F.4 Understands and adheres to ethical codes of conduct
- II.A.1 Uses effective prereading strategies
- II.A.2 Uses a variety of strategies to understand the meanings of new words
- II.A.3 Identifies the intended purpose and audience of the text
- II.A.4 Identifies the key information and supporting details
- II.A.5 Analyzes textual information critically
- II.A.6 Annotates, summarizes, paraphrases, and outlines texts when appropriate
- II.A.7 Adapts reading strategies according to structure of texts
- II.A.8 Connects reading to historical and current events and personal interest
- II.B.1 Writes clearly and coherently, using standard writing conventions
- II.B.2 Writes in a variety of forms for various audiences and purposes
- II.C.1 Understands which topics or questions are to be investigated
- II.C.2 Explores a research topic
- II.C.4 Evaluates the validity and reliability of sources
- II.C.5 Synthesizes and organizes information effectively
- II.C.6 Designs and presents an effective product
- II.C.7 Integrates source material
- II.C.8 Presents final product
- II.D.1 Identifies patterns or departures from patterns among data
- II.D.2 Uses statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data
- II.D.3 Presents analyzed data and communicates findings in a variety of formats

- II.E.1 Uses technology to gather information
- II.E.2 Uses technology to organize, manage, and analyze information
- II.E.3 Uses technology to communicate and display findings in a clear and coherent manner
- II.E.4 Uses technology appropriately

Attachment #1
Worldwide Investigation

Choose a group of Texas immigrants. You will research their native country. Before you choose a final country, you will need to know if you have the resources available to complete the project. For each of the areas below, list **at least one resource** where you can find the information. Resources can include websites, books, periodicals, and software applications.

Home Country _____

Find a **folktale** from the country: _____

Find out about the **culture** of the community (e.g., art, music, theatre, dance):

Find out about the **lifestyle** of the people and how it has **changed over time**:

Find out about the **history** of the country: _____

Find out about the **geography** of the country: _____

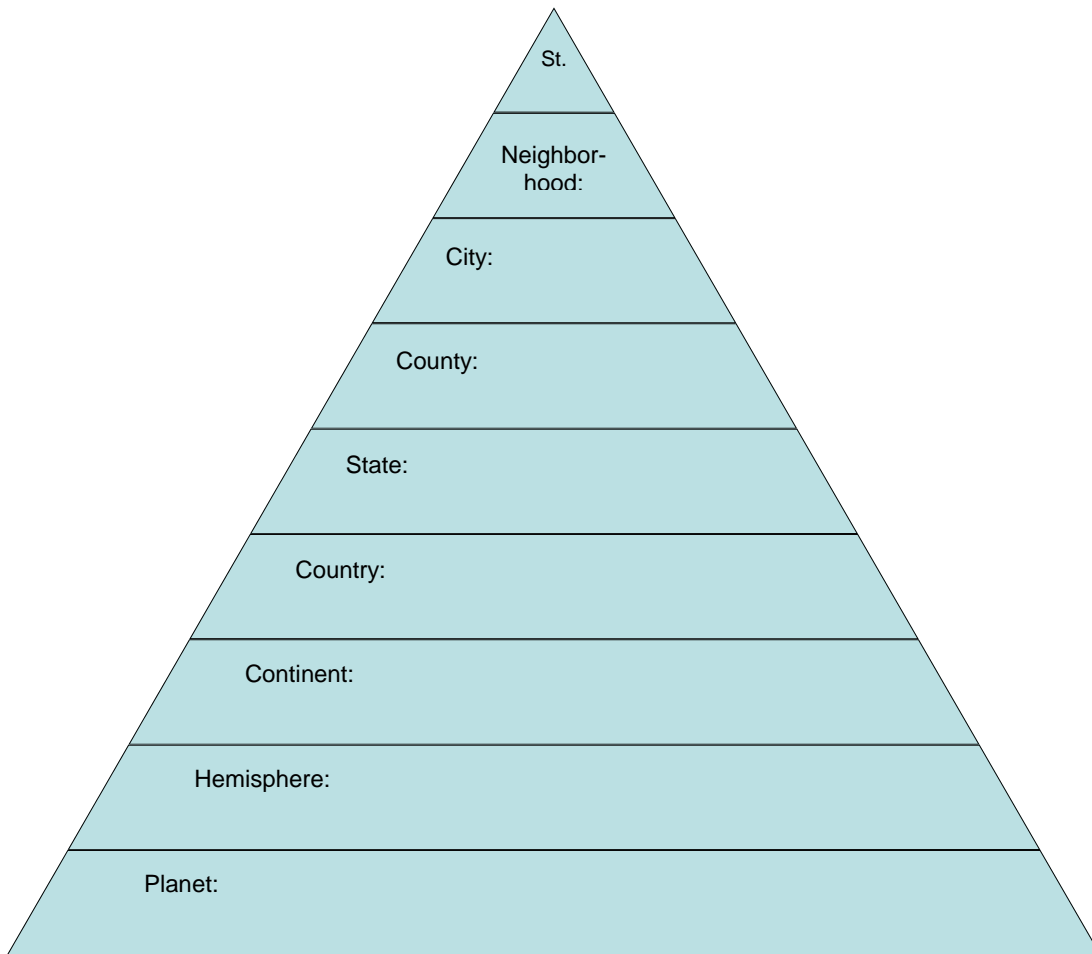
Find out about the **economy** of the country: _____

Find out about the **population** of the country: _____

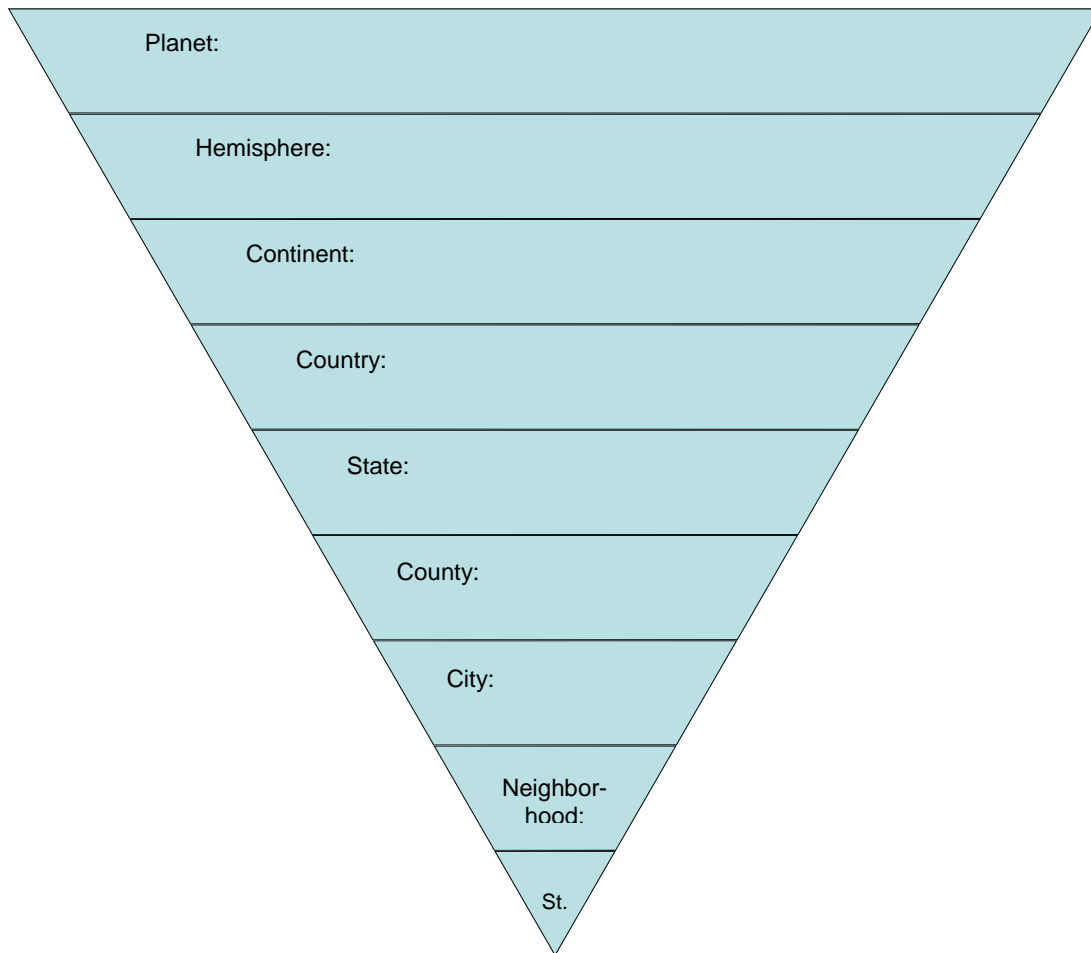
Source: Ruby Shuman, Comanche Elementary School, Comanche ISD.

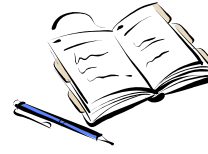
Chart #1
Where in the World?

Resource(s) used for Texas triangle: _____



Resource(s) used for immigrant country triangle: _____





An Immigrant's Journal—Entry #1

Pretend you are an immigrant who moved to Texas from the country you described in the second triangle. On the left side of the journal, introduce yourself: What is your name? Where did you come from? What mode of transportation did you use? What did you bring with you? In what part of Texas did you settle? On the right side, draw a map that shows the route you took from your home country to the part of Texas where you now live. Remember to write from the perspective of the immigrant.

Dear Journal:

Chart #2—Folklore

Texas	My Home Country:
Resource(s) used:	Resource(s) used:
Texas folklore studied: What I learned from investigating Texas folklore about Texan values and beliefs :	Folklore studied: What I learned from investigating folklore about the values and beliefs of the people of this country:

Chart #3—Culture

Texas	My Home Country:
Resource(s) used:	Resource(s) used:
<p>Describe each of the following in Texas:</p> <p>Art</p> <p>Music</p> <p>Theatre</p> <p>Dance</p>	<p>Describe each of the following in your home country:</p> <p>Art</p> <p>Music</p> <p>Theatre</p> <p>Dance</p>

Chart #4—Changes Over Time-1

Texas	My Home Country:
Resource(s) used:	Resource(s) used:
<p>Past, Present, and Future—How and Why the Country Changes Describe the weather of Texas. Is it changing, and how will it impact the future of Texas?</p> <p>Describe the food of Texas. Have eating patterns changed? If so, how? How will they impact the future of Texas ?</p>	<p>Past, Present, and Future—How and Why the Country Changes Describe the weather of your home country. Is it changing, and how will it impact the future of your home country?</p> <p>Describe the food of your home country. Have eating patterns changed? If so, how? How will they impact the future of your home country?</p>

Describe the **clothing** of Texas. Have clothing patterns changed? If so, how? How will they change in the future?

How has **shelter** changed, how is it changing, and how will it change in the future in Texas?

Describe the **clothing** of your home country. Have clothing patterns changed? If so, how? How will they change in the future?

How has **shelter** changed, how is it changing, and how will it change in the future in your home country?

Chart #5—Geography

Texas	My Home Country:
Resource(s) used:	Resource(s) used:
<p>Notes on Texas geography, including:</p> <p>Landforms:</p> <p>Geographic regions:</p> <p>Natural resources:</p> <p>How did geography influence the settlement of Texas? Consider both historic settlement and modern settlement.</p>	<p>Notes on _____ geography, including:</p> <p>Landforms:</p> <p>Geographic regions:</p> <p>Natural resources:</p> <p>How did geography influence the settlement of this country? Consider both historic settlement and modern settlement.</p>

Describe **recreation** in Texas. How is it changing? How will it change in the future?

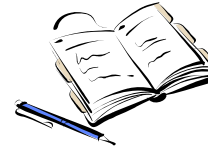
Describe **religious** beliefs of Texans. How are they changing? How will they impact the future of Texas?

Describe **recreation** in your home country. How is it changing? How will it change in the future?

Describe **religious** beliefs in your home country. How are they changing? How will they impact the future of your home country?

Chart #8—Population

Texas	My Home Country:
Resource(s) used:	Resource(s) used:
<p>What is the current population? (Consider looking at the Census Bureau.)</p> <p>What population subgroups were you able to identify in your data search? (For instance, females are 50.4% of the population in Texas, and males are 49.6%)</p> <p>Age:</p> <p>Race:</p> <p>Household income:</p> <p>Other:</p>	<p>What is the current population?</p> <p>What population subgroups were you able to identify in your data search? (Note: data categories might be different in other countries.)</p> <p>Age:</p> <p>Race:</p> <p>Household income:</p> <p>Other:</p>



An Immigrant's Journal—Entry #8

Where do most people live in Texas? Why? Where do most people live in your home country? Why? How are Texas and your home country similar and different from one another in terms of population centers? What kind of area (e.g., urban, suburban, rural) do you live in? How does that affect your life? Remember to write as an immigrant from your home country.

Dear Journal:

Based on your study of population, what could you use as an artifact in your museum display?

Attachment #2
Final Product—Museum Display

What is the title of your museum display? _____

What is its purpose? _____

In the following table, list ten items that you will include in your museum display and the purpose of each. Sketch the display on the back of the page.

Item	Purpose
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Docent Talk

As a docent, your purpose is to help museum visitors appreciate and view exhibitions with new awareness. Docents assist in the interpretation of a museum's exhibits to groups of visitors, including school and community groups.

Docents engage visitors in conversations that help them reflect on and analyze exhibits to gain a better understanding of the subject of the exhibit.

List three main points you will make in your docents talk.

1. _____

2. _____

3. _____

COVER SHEET

Name: _____

District: _____ School: _____

Project I.D. Number: _____ Topic: We Are Texans

Items submitted:

_____ Cover sheet

Research process:

_____ Research proposal

_____ Research evidence (log, note cards, or resource process sheets)

Product:

_____ Attachment #2—Museum Display

Communication:

_____ Audiotape or videotape of docent's talk, including the Q&A session

For the Student:

I certify that all work submitted is totally my work and that I have credited others for any contributions.

Student Signature: _____ Date: _____

For the Teacher:

I certify that all the work submitted is totally that of this student.

Teacher Signature: _____ Date: _____