



Paving the Way for STEM in History Museums

TEXAS
HISTORICAL
COMMISSION
REAL PLACES TELLING REAL STORIES

BEYOND
THE
ROAD
TxDOT

BULLOCK
TEXAS
STATE HISTORY
MUSEUM

**Becoming a Habitat for Teachers:
Designing Educator Workshops with STEM in Mind**

Workshop Goals

By the end of this webinar you will:

- Understand how to create engaging and useful teacher programs and resources. that can be used on-site and online
- Explore how to build connections with teacher audiences and how to design and execute multidisciplinary educator workshops of several different formats
- Practice program planning skills that can be applied at your site
- Walk away with examples of how STEM can be incorporated into teacher programs at history-based sites

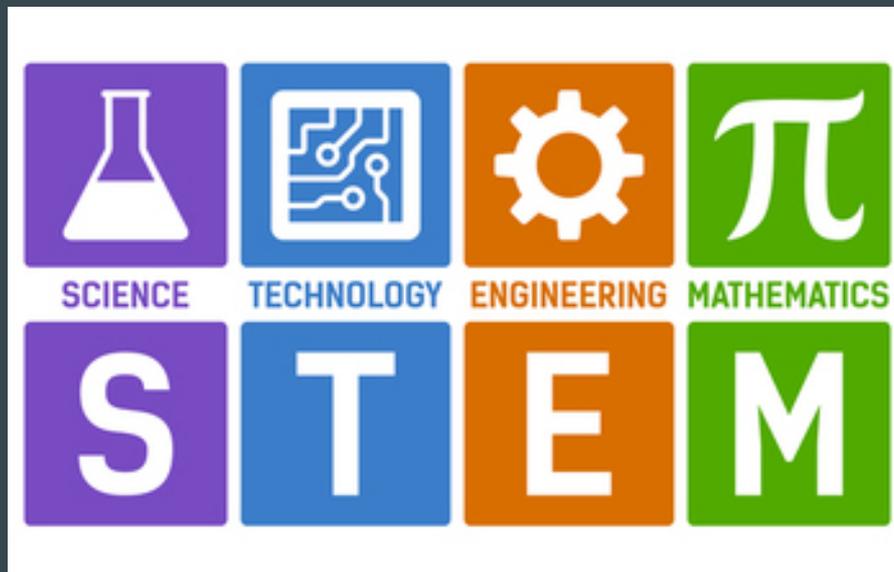
Why focus on the teacher and student audiences?

- Mission Critical
- Field Trip Attendance
- Trusted source of learning; exposure to primary sources
- Impact Numbers



History Museums and STEM—why go multidisciplinary?

- Adds to your interpretation
- Ties into the stories of people/being human
- History connects to everything else
- Helps teachers create well-rounded learning



STEM Connections

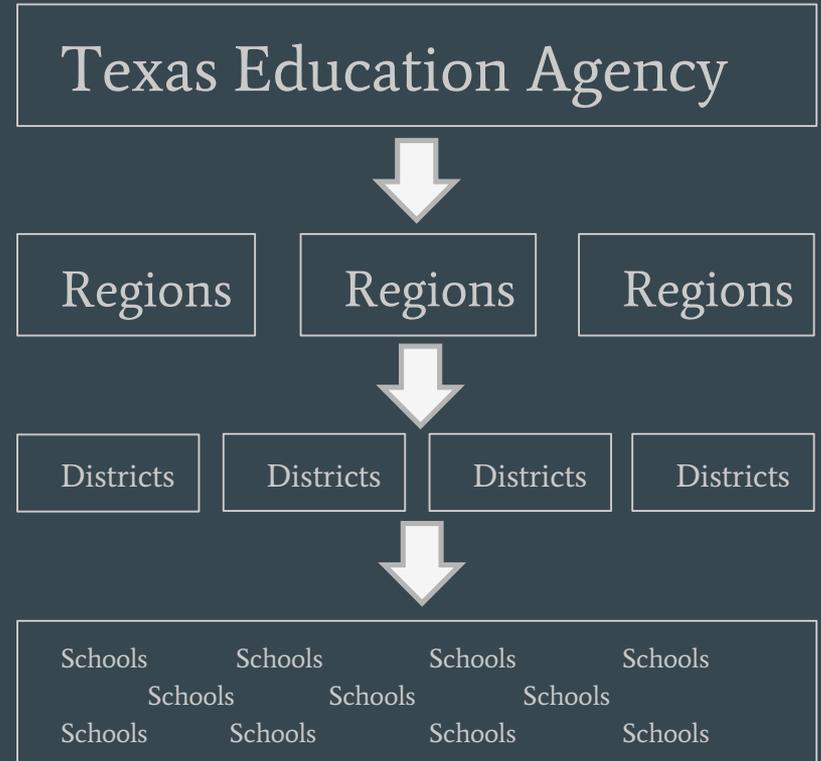
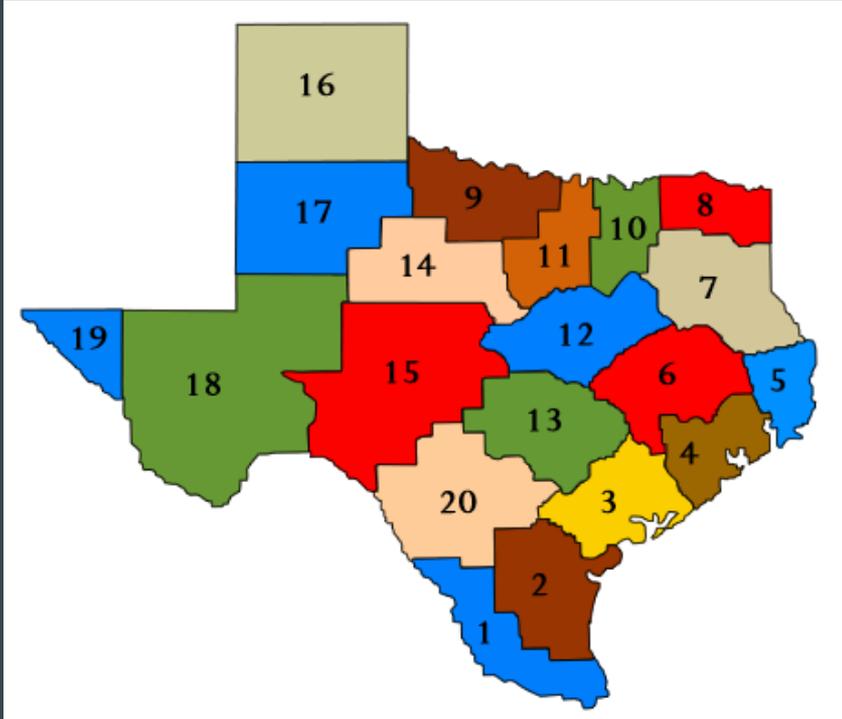
- STEM Connections in your Collection
- Connect to Community Issues



Making Connections with Teachers

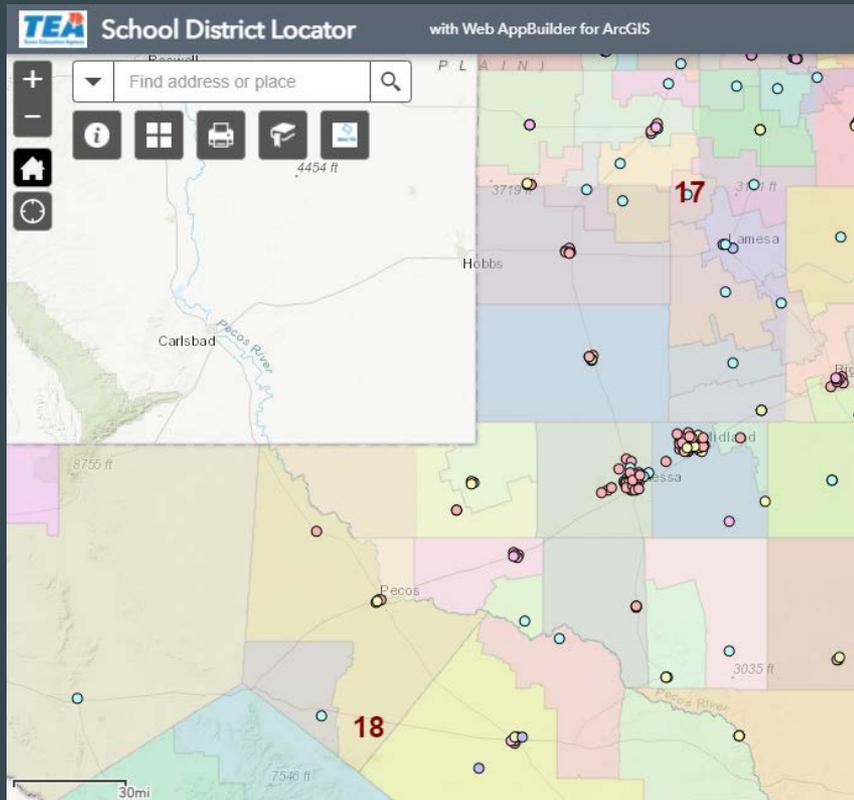
- Direct connections with Region and District Leaders
- Visibility at community events
- Online resources
- Professional Development events

Regional and District Leaders



ESC Map: <https://tea.texas.gov/about-tea/other-services/education-service-centers/education-service-centers-map>

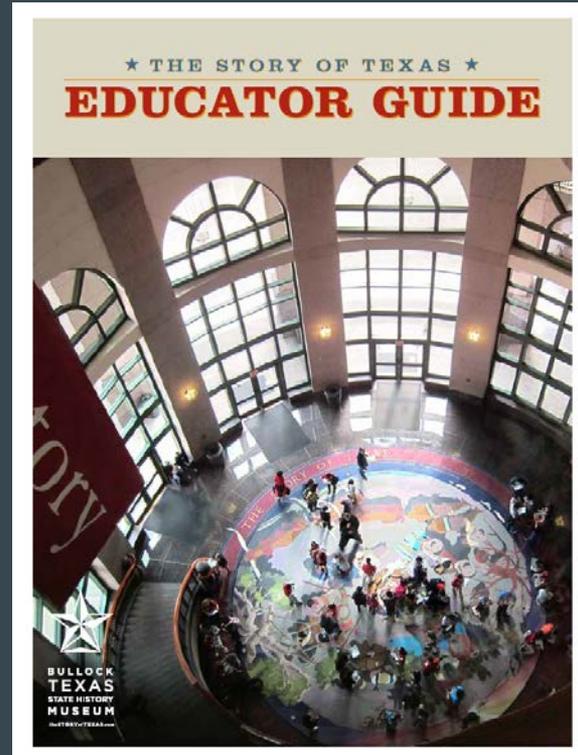
Regional and District Leaders



- Instructional Specialists, Curriculum Coordinators, Curriculum and Instruction, instructional Support, Resource Specialists, Teaching and Learning Dept, etc.
- School District Locator:
<https://tea-texas.maps.arcgis.com/apps/webappviewer/index.html?id=51f0c8fa684c4d399d8d182e6edd5d97>

Regional and District Leaders

- Regional Education Service Centers
- District Curriculum Leaders
 - Partner and put on joint programs together
 - Attend their meetings
 - Contribute to their staff newsletters
 - Advisory groups



Visibility at Community Events

- Be a “table” at educational (or social) events in town
 - Library programs
 - Festival days
 - Parent nights
 - Community “Back to School” events

Visibility at Community Events



Online Resources



Hands-on activities for your students.

Activity Guides

Activity guides help students focus on specific topics and skills during their Museum visit.

All Grade Levels

Making a Living Activity Guide

What jobs have Texans done over time, and how has the state's geography influenced which industries grew here? How have trade and new industries shaped the economy of Texas? Find out by using the Making a Living Activity Guide. Explore the Texas History Galleries, looking closely at the artifacts and following the guide as it leads your students through six activities in the museum.

- [Making a Living](#)
- [Making a Living Teacher Guide](#)

Artifact Adventure

Send your students on an adventure to find an artifact in the museum, and learn how to analyze it like a historian.

- [Artifact Adventure](#)

Find and Sketch

As they visit the Museum galleries, your students become artists by sketching artifacts that represent thematic topics. Later, enjoy using their sketches in various ways in your classroom.

- [Find and Sketch!](#)
- [Find and Sketch! \(Spanish\); ¡Encuentra y Dibuja!](#)

Find and Sketch!

Can you find an artifact in the Bullock Museum that represents each idea below? Draw your choices here.

• An object that fascinates you •

• A symbol of Texas •

• An artifact that represents a job •



BULLOCK
TEXAS
STATE HISTORY
MUSEUM

Online Resources

On-Demand Tools:

Use these online curriculum resources anytime in your classroom.

- **Campfire Stories:** Interact with Texans gathered around a campfire to share their stories. Students will discover how people shape Texas's past and future.
- **Texas History Timeline:** Let your students travel through the past in a sweeping journey through Texas history.
- **Interactive Artifact Gallery:** Examine curriculum-related Texas artifacts with an interactive gallery featuring hundreds of Museum objects.
- **Digital *La Belle* Exhibition:** The shipwreck *La Belle* is brought to vivid life for your classroom. Watch videos and reinforce learning with hands-on activities.
- **Virtual Texas Capitol:** A clickable Capitol feature allows students to explore the building as well as their roles in Texas government.
- **The Texas Story Project:** An authentic research and writing opportunity that encourages students to investigate and share their own Texas stories.
- **Distance Learning Programs:** Bring the Museum to your classroom through live, interactive distance learning programs. Connect with a Museum Educator for a Texas History lesson.
- **On-Demand Videos:** Check out the Bullock Museum's YouTube page for videos about how exhibitions are made, get a behind-the-scenes glimpse into the Museum, and join in storytime and craft programs.

Home » Discover » Artifact Gallery SHARE

ARTIFACT GALLERY

Search the database for all things Texas, or read In-depth Artifact Spotlight stories.

Sort By: Latest

Search by Keyword

Region

Time Period

- BCE - 1518
- 1519 - 1689
- 1690 - 1820
- 1821 - 1834
- 1835 - 1844

* See More

Artifact Type

- Architectural Elements
- Artworks
- Books and Printed Material
- Clothing and Accessories
- Currency

* See More

BROWSE artifacts

-
-
-
-
-
-

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<https://www.thestoryoftexas.com/education/educators/curriculum-tools>

The screenshot shows the 'TEXAS HISTORY TIMELINE' website. At the top, it says 'From many chapters comes one sprawling Story of Texas.' Below this is a navigation bar with tabs for 'Texas History Timeline' (selected), 'African Americans', 'American Indians', 'Buffalo Soldier', 'Cattle Folk', 'Conquistadors', and 'Frontier Folk'. Underneath, there are more specific tabs: 'Missionaries', 'Roughneck', 'Texas Rangers', 'Vaqueros', and 'Women Airforce Service Pilots (WASP)'. The main content area features a 'Master Timeline' with a background image of a desert landscape. Several circular callouts are overlaid on the image, each containing a date and a historical event:

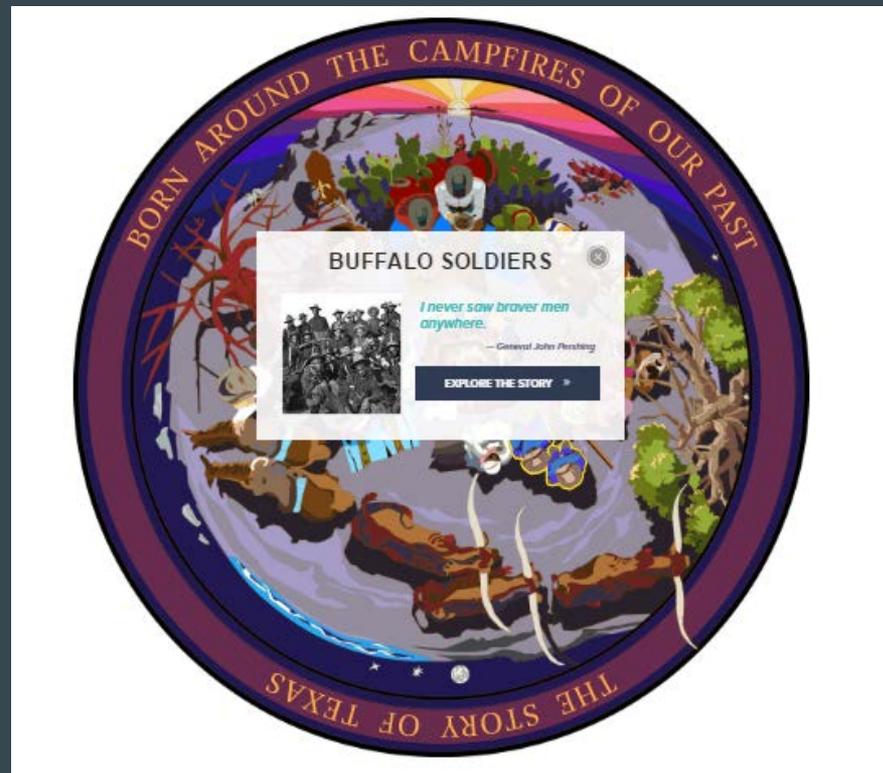
- 1520-1524: Mexico Wins Independence from Spain; Austin Finds New Colony
- 1528: Conflict on the Horizon
- 1529: Mexico Encourages Foreign Settlement of Texas
- 1530: Mexico Bars U.S. Immigration
- 1521: Santa Anna becomes President of Mexico
- 1521-1524: Texans respond to Santa Anna; Stephen F. Austin imprisoned
- 1835: Texas Revolution Begins "Come and Take It"
- 1836: Texas Declares Independence!
- 1836: The Republic of Texas
- 1836: The Battle of San Jacinto; Texas wins independence
- 1836: The Fall of the Alamo, Evacuation, and Executions

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<https://www.thestoryoftexas.com/education/educators/curriculum-tools>

Becoming Texas ▶ PLAY ALL

The "Becoming Texas" exhibition is a one-of-a-kind journey through more than 16,000 years of Texas history that documents the rise and fall of nations up to Mexican Independence in 1821.



Guerra Family Legacies | Bullock Texas State Histor...

Bullock Texas State History Mu...
164 views · 4 months ago

CC



Jeri Redcorn, Caddo potter | Bullock Texas State Histor...

Bullock Texas State History Mu...
473 views · 8 months ago

CC



Miranda Nax'ce Myer, Tonkawa beader | Bullock...

Bullock Texas State History Mu...
537 views · 8 months ago

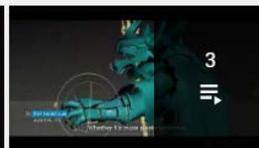
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Past Exhibits



Special Exhibits

Bullock Texas State History Museum
VIEW FULL PLAYLIST



Pong 2 Pokemon

Bullock Texas State History Museum
VIEW FULL PLAYLIST



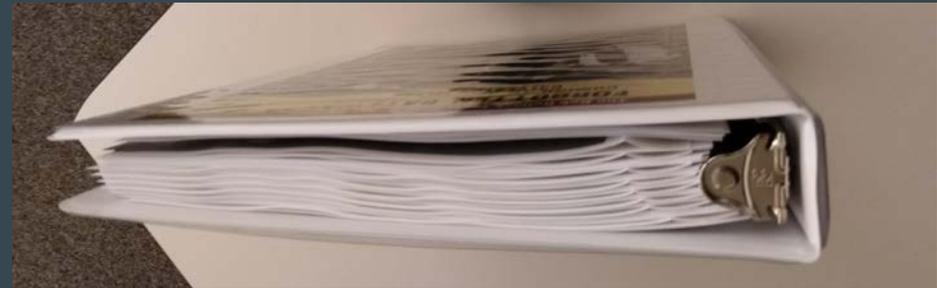
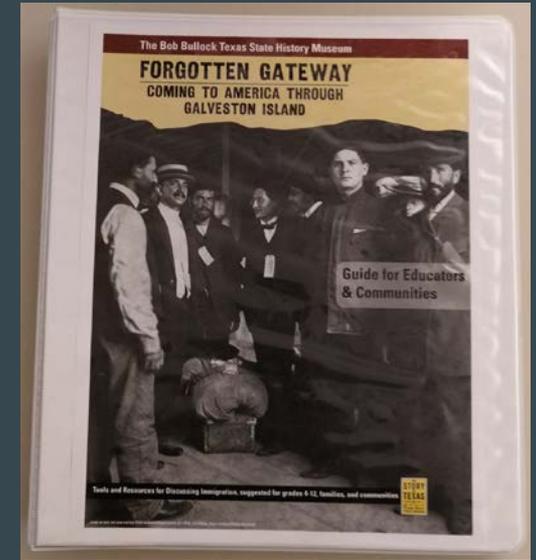
Journey into Big Bend

Bullock Texas State History Museum
VIEW FULL PLAYLIST



Online Resources--Tips

- Avoid large notebooks
- Keep lesson flexible, more of an idea than a rigid structure
- Talk to teachers!



Online Resources--Tips

- Avoid large notebooks
- Keep lesson flexible, more of an idea than a rigid structure
- Talk to teachers!

Title: Saving a Ship

Theme:

Using problem solving and experiments with new technology, scientists brought back to life a ship once believed forever lost to history.

Primary Objective:

-Science and history work together in this story.

-Archeologists had to be problem solvers and try new excavation and conservation methods.

-"Artifact conservation is twofold. It's science and it's artistry." Helen DeWolf, Chief Conservator

-Mysteries about objects found with the ship were solved by investigative scientific and historical research. (concretions=iron bar originally inside; *La Belle* plans and Roman numeral markings=kit ship)

Objects to be used:

-concretion around iron bar

-jar of Polyethylene Glycol (PEG)

-trenails (modern wood and fiberglass)

-photo of French naval ledger

-*From a Watery Grave*

-*La Belle: The Ship that Changed History* Catalog

Guiding Questions:

-Organic material dissolves over time, especially underwater. Why didn't the ship deteriorate?

-Have you ever put something together using instructions?

-How would you put this ship back together? What clues could help you figure it out?

-What was inside this concretion? What shape do you see? Can you find this shape in that case?

Talking Points:

Experiments with new technology helped save *La Belle* and gave new knowledge to marine archeology and artifact conservation methods.

Excavation

-In 1995, archaeologists found the ship in about twelve feet of silty water. A massive watertight cofferdam enclosure was built around the wreck to allow archaeologists to pump out all the water surrounding the ship, and excavate the ship on dry land.

Preservation

La Belle in the Classroom

Lesson 2: Navigating to North America

Overview

Inaccurate maps and the inability to navigate caused La Salle to miss the mouth of the Mississippi River. During this lesson students will retrace La Salle's route to North America, compare navigational tools used in the past and present, and navigate a route using a compass.

TEKS

§113.15 – Social Studies, Grade 4
4.2A, 4.2B
4.19A, 4.19B, 4.19C
4.20A
4.21A, 4.21B, 4.21C, 4.21D
4.22

§112.15 – Science, Grade 4
4.3C
4.4

§113.19 – Social Studies, Grade 7
7.2B
7.19A
7.20A, 7.20B, 7.20C
7.22A, 7.22C

Objective

Students will:

- Compare navigational tools from the past and present.
- Follow directions to trace the route La Salle and his crew traveled from France to Matagorda Bay.
- Write and follow directions using a compass.

Materials

Navigation Tools and Instruments
Mapping La Salle's Voyage directions
Mapping La Salle's Voyage student map
Mapping La Salle's Voyage teacher map
red pencils
compasses

Online Resources

La Belle: The Ship That Changed History
<http://www.thestoryoftexas.com/la-belle>

La Belle: The Ship That Changed History Artifacts
<http://www.thestoryoftexas.com/la-belle/the-exhibit/artifacts>

Procedure

Engage Students: Compare Navigation Tools

1. Ask students if they have ever had to travel somewhere without knowing the directions. Discuss and list the tools that can help someone navigate such as GPS and maps.
2. Ask students to identify the tools they think La Salle would have used to navigate from France to North America. List students' responses.
3. Explain that scientists found navigation tools when *La Belle* was excavated. Show the *Navigation Tools and Instruments* images and descriptions. Ask and discuss:

Key Terms

cardinal directions
navigate
compass
North America
France
route
Gulf of Mexico
Spain
map
voyage

- **Which tools do you think scientists found on *La Belle*?** Scientists found the nocturnal, brass compass, sand glass, and lead sounding weight. Even though the magnetic compass had been invented, scientists did not find one on *La Belle*.
- **Which tools do we use today?** Students may identify maps, magnetic compass, and GPS. Discuss where and how students have seen GPS used.
- **How would modern instruments have helped La Salle complete his mission to find the mouth of the Mississippi?** Modern instruments, such as GPS, would have helped La Salle to sail to the correct location to find the mouth of the Mississippi River. This could have changed the outcome of the expedition and France's claim on North America.

Explore Concepts: Trace La Salle's Route

1. Place students in groups of two. Give each group a copy of *Mapping La Salle's Voyage* map and directions.
2. Students follow the directions to trace the route La Salle took to find the mouth of the Mississippi River in 1664.
3. Groups share and compare their completed maps. Display *Mapping La Salle's Voyage* teacher map on the projector. Ask and discuss:

Making Connections with Teachers

Why did you like these activities? How will this workshop help you in your classroom?

I got a lot of ideas. Your PD always recharges me because you respect teachers.

*I really appreciate
how you treated us
like rock stars
tonight!*

— Ana L., Sanchez Elementary

Professional Development Events—CPE Provider

The following entities may provide CPE activities for educators once approved as a CPE provider. They must submit the [CPE Provider Registration Application](#) to the Texas Education Agency:

- Professional membership associations or non-profits that have offered professional development in Texas for at least five years and have tax-exempt status, or a state association affiliated with a national association with a tax-exempt status. Submit Sections A & B of the application.
- Private companies, private entities, and individuals. Submit the entire application.

[TEA-Approved CPE Providers List](#)

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/continuing-professional-education-cpe>

Professional Development Events—CPE Provider



Professional Development Events—CPE Provider

CPE Provider Requirements

All CPE providers must create their own documentation system (TAC) §232.21 (b) & (c).

At the conclusion of each activity offered for CPE credit, the provider or sponsor must provide each educator in attendance written documentation listing, at a minimum, the following:

- CPE provider's name and provider number (CPE provider number for school districts, charters, private schools, and institutions of higher education is their assigned County/District number)
- Educator's name
- Date and content of the activity
- Number of clock hours that count toward satisfying CPE requirements

<https://tea.texas.gov/texas-educators/preparation-and-continuing-education/continuing-professional-education-cpe>

Professional Development Events—Formats

- General Museum Orientation
- Smaller, Focused Workshops
- Large, Open House Events

General Museum Orientation

Discovering History through Artifacts

How can you use hands-on artifacts in your classroom to excite students about a topic? How can close observation encourage students to see beyond the obvious? In this FREE workshop about artifact analysis, learn step-by-step teaching techniques, practice identifying "mystery objects" and search through museum exhibitions to find connections to historical topics. Gain skills in using artifacts to connect social studies to other subject areas, and learn helpful hints in building your own classroom artifact collection.

General Museum Orientation

Name: _____

Date: _____



Artifact Adventure

Pick an artifact. Where in the museum is the artifact?

Section: _____

Describe the artifact

Type of material artifact made from:

___ Metal ___ Wood ___ Stone ___ Leather

___ Cotton ___ Paper ___ Plastic ___ Other: _____

How the artifact looks and feels:

(shape, color, texture, size, weight, moveable parts, anything written on it)

Sketch the artifact or take a photograph to add later

Uses of the artifact

What might it have been used for? _____

Where might it have been used? _____

Who might have used it? _____

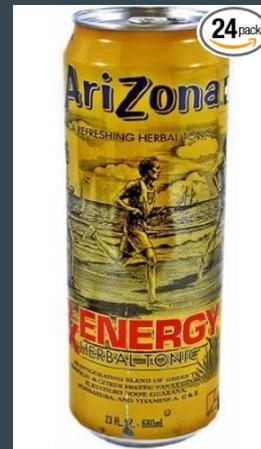
When might it have been used? _____

What does the artifact tell us?

What does the artifact tell us about the culture it was used in? _____

What does the artifact tell us about the owner or the maker? _____

Is there a similar item used today? _____



Smaller, Focused Workshops

- Structure
- Workshop Elements
- Sample Outlines/Agendas
- Logistical Consideration
- Tips

Smaller, Focused Workshops



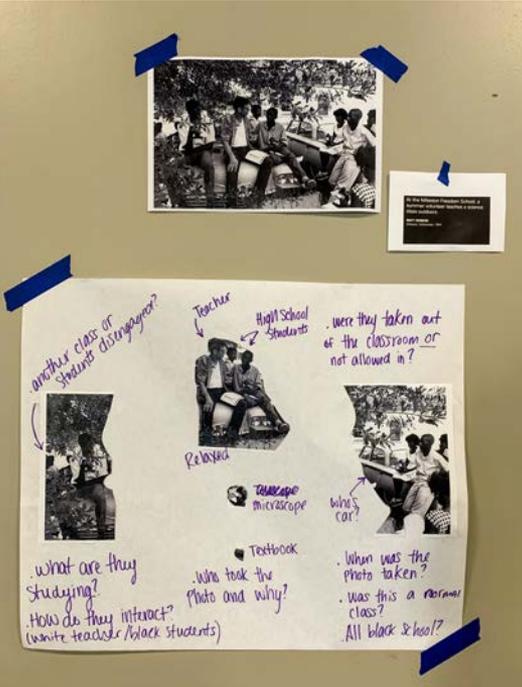
Smaller, Focused Workshops

What did African Americans do to make their voices heard during the Civil Rights Movement?



This man is breaking the law at the courthouse.

1. What do you notice about the labels on the doors?
2. What do you think this man's purpose is?
3. How do you think this man felt while doing this?



Handwritten notes and photos on a wall:

- Teacher
- High School Students
- ...were they taken out of the classroom or not allowed in?
- Rebels
- Textbook
- ...what are they studying? How do they interact? (white teachers/black students)
- ...who took the photo and why?
- ...when was the photo taken? ...was this a normal class? ...All black & his?
- Textbook microscope
- Who's car?

Smaller, Focused Workshops



Smaller, Focused Workshops



Smaller, Focused Workshops

FROM GRASSROOTS TO GOVERNMENT EDUCATOR WORKSHOP EVALUATION

What grade level do you teach?

- Elementary School Middle School High School

Subject _____

How did you hear about this program?

- Museum *Star Educator* e-Newsletter Email LBJ Library Newsletter Word of Mouth

- Bullock Museum Website LBJ Library Website

- Other _____

What were you most interested in or enjoyed the most at this program?

- Voting Rights presentation Dissecting a Photo activity

- Exploring the exhibit Mississippi Burning Investigation activity

- Historical Inquiry Question activity Collaborating with your fellow teachers

- Collecting resources Other _____

Why did you like these activities? How will this workshop help you in your classroom?

What could have been improved at this workshop?

What topics or activities would you like to see at future professional development workshops?

Smaller, Focused Workshops

Flight of the Butterflies

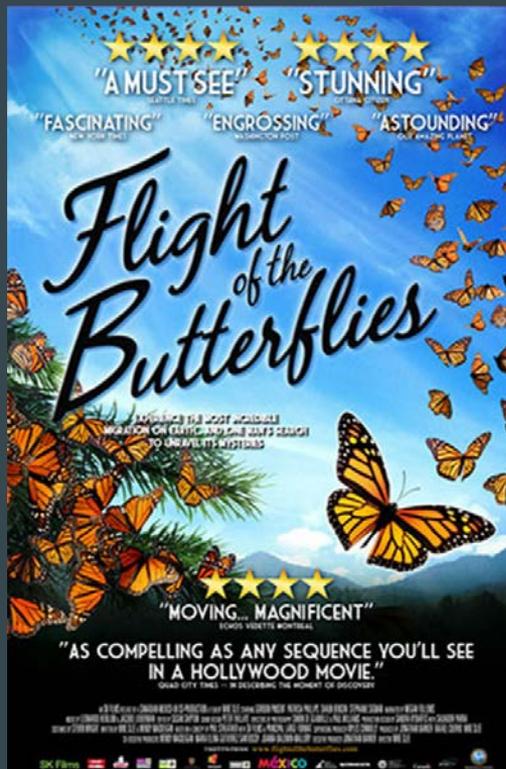
TEKS connections/Activity Ideas Region 13 Science Teacher Workshop

Connections to Science TEKS

- Life Cycle (metamorphosis, insect anatomy)
 - Structures and functions 1.10.A,C,D; 1.20.C, 5.9.1, 5.10.A,
- Adaptations
 - 7.D
- Scientific Inquiry
 - 7.2.A
- Habits of Mind—perseverance/effort/passion
- Scientific Process, took years
- Evolution by natural selection
 - 7.D.
- Problem solving (tagging)
- Communication (letters, phone, newspapers)
- People, impact on environment (ex. positive—butterfly garden; negative—habitat ruined)
- Migration, adaptation
- Hypothesis into theory
- Geography of North America

Activity ideas

- create a bug/insect, make an offspring, using traits, make a lifecycle based on characteristics, complete/incomplete metamorphosis
- Model of a life cycle using pasta (lentil, spiral, shell, bowtie)
 - this focuses on the structure. Add in a discussion about the function of each stage
- Venn diagram comparing frog and butterfly, or moth and butterfly



Smaller, Focused Workshops



Austin ISD – Dinner and a Movie
Conquest of the Skies
Bob Bullock Museum
April 9, 2018
5:45-8:00

Table Talk:

1. How and why did wings evolve? What environmental pressures influenced the evolution of wings?

Apply your knowledge of adaptation to predict how wing characteristics inform an organism's behaviors including looking for food, mates, shelter, defense.

2. Flight, whether airplanes or organisms, must utilize the four forces of flight: lift, thrust, gravity, and drag. Analyze how size and shape of different organisms' wings provide lift, power, and maneuverability in the air.



3. Lessons written for *Conquest of the Skies* are designed to develop the student's content knowledge.
 What TEKS address evolution at your grade level?
 What TEKS address forces of flight?

4. How do the Key Skills addressed in *Conquest of the Skies*: Science and Engineering Practices, Critical Thinking Skills, and Environmental Literacy, incorporate AISD's 6 Cs?
 critical thinking
 collaboration
 creativity
 cultural proficiency
 communication
 connection



Austin ISD – Dinner and a Movie
Bob Bullock Museum
December 11, 2017
5:45-8:00

Table Talk:

1. Our success as a nation and as a global society is contingent upon how well we design and invent. But students consistently rank engineering of lower interest than science or other STEM topics.
How can you make engineering more appealing to your students? How can you inspire the next generation of engineers?

2. Lessons written for Dream BIG (<http://www.dreambigfilm.com/education/>) are designed to develop the student's ability to approach problems with the engineering mindset and create a solution.
What TEKS address engineering at your grade level?

3. The engineering and design process centers around creating a solution to meet a need or solve a problem present in society. **How does the engineering design process incorporate AISD's 6 Cs?**
critical thinking

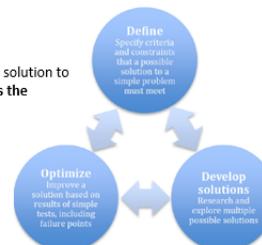
collaboration

creativity

cultural proficiency

communication

connection



Source: NGES Appendix E Engineering Design in the NGES

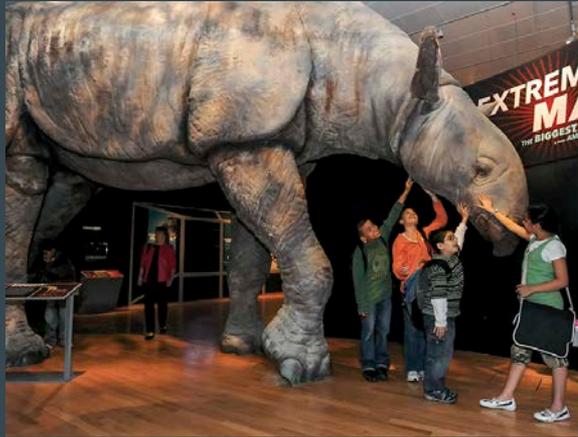
4. "If there is a 10 year-old girl in the audience thinking, 'I have ideas, too,' we want to not only inspire her but give her a chance to learn more and keep going." Greg MacGillivray, Director
How will you build engineering lessons to ensure equity for all students?



Smaller, Focused Workshops



Smaller, Focused Workshops



Large, Open House Events

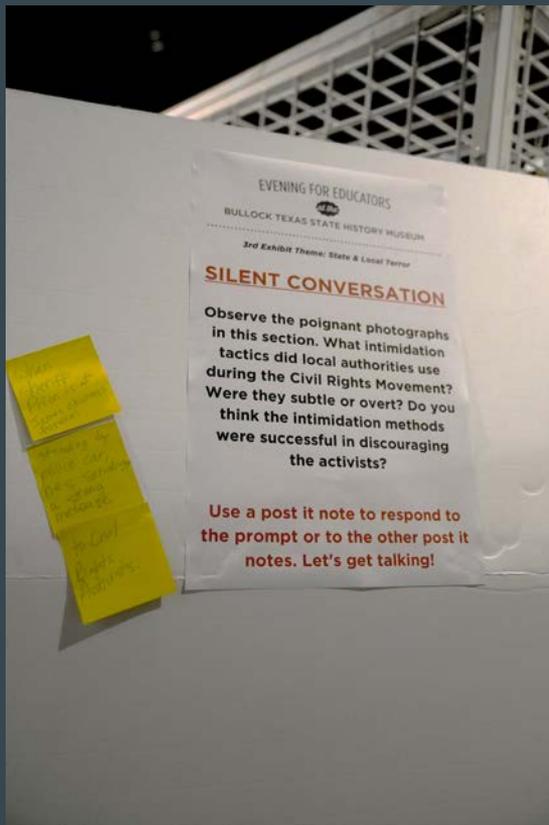
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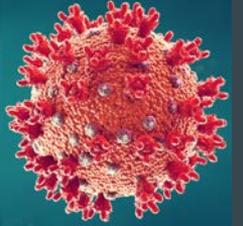


Large, Open House Events



- Community Partners to provide expertise, resources, and create a connection for teachers with another group in their community that they can use as a resource

Pandemic Interlude



TOTALLY TEXAS IMMERSION: PROFESSIONAL DEVELOPMENT

Programs

June 26, 2019 - June 27, 2019

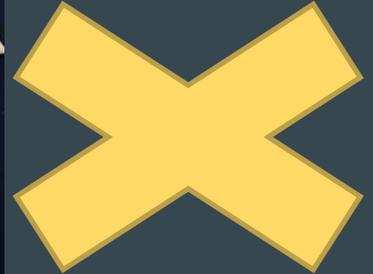
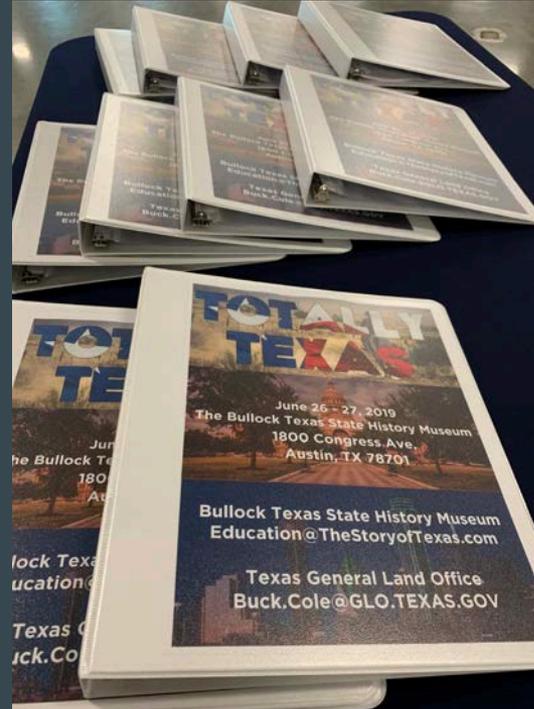
If you are new to Texas History or need to brush up your skills, join us for a FREE Totally Texas Immersion Professional Development.

Event Details

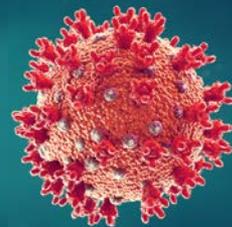
The Bullock Texas State History Museum and the Texas General Land Office are joining forces to offer a FREE, fun, and eventful learning experience especially developed for teachers new to 4th and 7th grade Texas History. This content-driven Texas History immersion will prepare educators for a full year of teaching our state history and geography. Guest presenters will share their subject-area expertise and explore different teaching strategies. Guest presenters will join us from the Texas Historical Commission, Austin ISD, Vernon ISD, Round Rock ISD, the Alamo, and the National Parks Service. Teachers will start the school year prepared with lessons, books, visuals, materials, and the confidence to teach a new subject.

This program is open to teachers of all districts. We will meet from 8:00 am - 4:30 pm on Wednesday and Thursday, and CPE certificates will be provided. Space is limited; if you register but then find you are not able to attend, please contact us immediately so we may give your spot to another teacher.

Lunch is on one's own in the Story of Texas Café at the Museum. Parking is complimentary in the Bullock Museum's garage.



Pandemic Interlude



BECOMING TEXAS EDUCATOR WEBINAR SERIES: WHEN DID THE STORY OF TEXAS BEGIN?

Online Program

July 8, 2020 1:00pm - 3:00pm

Educators, join us for a FREE professional development webinar. Connect with us virtually for a three-part summer webinar series to explore the Museum's recently renovated first floor history gallery, *Becoming Texas*, which highlights the pre-1821 history of Texas with the most contemporary research of our past.



Becoming Texas Educator Webinar Series: When Did the Story of Texas Begin?

More Info
07/08/2020



Becoming Texas Educator Webinar Series: Why Did European Explorers Come to Texas?

More Info
07/15/2020



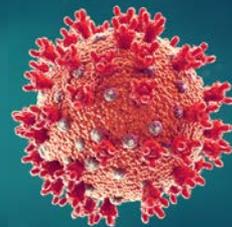
Becoming Texas Educator Webinar Series: Why Don't We Speak French in Texas?

More Info
07/29/2020



<https://www.thestoryoftexas.com/discover/artifacts/spanish-silver-and-gold>

Pandemic Interlude



Barometer Activity

Success

Failure

Gold

Why?

Why?



<https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues>



Marketing

- What to do when you already have a teacher audience
- What to do when you don't already have a teacher audience
- (SEO) tips
- Group work

STAR EDUCATOR eNEWS



Thank you for a great school year!

Stay tuned for more education programs in 2019-2020

Fall programming at the Bullock Museum is going to be truly out of this world. Explore new exhibitions on [science-fiction westerns](#) and the [future of space exploration](#), and hold onto your seat for the upcoming IMAX® documentary *Apollo 11: First Steps Edition* starting September 1. Also returning to the IMAX® Theatre during the Fall semester are the beloved documentaries *Flight of the Butterflies* and *Jerusalem*.

Save the date for American Indian Heritage Day on September 27, 2019, and mark your calendar for Science Thursdays and Living History Days at the Bullock Museum beginning in October. More information coming soon.

COMING UP THIS SUMMER

Marketing



Thursday, Oct. 17

6-8pm at Thinkery

Educators' Night 2019

thinkery

AUSTIN MUSEUM PARTNERSHIP

♥ Sales Ended

Mix, mingle and kick off the 2019-20 school year at Thinkery Educators' Night in collaboration with Austin Museum Partnership.

About this event

Educators' Night features opportunities for educators to play in our galleries, connect with colleagues, discover other local museums, and learn more about our hands-on, STEAM-focused educational programs and resources.

Wear your school spirit and come ready to play! School teachers, administrative staff, and informal educators are all welcome to attend this FREE event. Ready for refreshments, door prizes, and tons of fun?



Making Connections with Teachers

- Direct connections with Region and District Leaders
- Visibility at community events
- Online resources
- Professional Development events
 - General Museum Orientation
 - Smaller, Focused Workshops
 - Larger, Open House Events

STEM Connections



- Teacher Program Planning
- TxDOT Partner Resources
- Biology and Environment: Bats and their Habitats
- How connect to STEM? Connect to Community Issues

STEM Connections



Join Us for An Activity!

Now that you've explored some different options for teacher workshops, join us to practice planning a program. Using bat habitat resources from TxDOT and a step-by-step program planning strategy, you'll work with a team to develop an engaging teacher professional development session that incorporates STEM.

Thursday, June 17 at 2pm or Friday, June 18 at 10am

Tell Us About Your Own Work!

Bring your institution's STEM-based project in any stage of development and we'll workshop it with colleagues across the state.

Thursday, July 29 at 2pm or Friday, July 30 at 10am

