



Dear Educator:

We are pleased you have chosen to use the Sophienburg Museum & Archives as a part of your social studies curriculum. We realize you have many choices and face limited funding.

To better meet your needs, we have developed some activity ideas and basic lesson plans that incorporate language arts, math, and history. These materials can be used alone in the classroom or as part of a unit which includes a field trip to the Museum. A docent led tour of 20-25 students takes about 45 minutes, and the cost of the tour varies depending on the age of the students. We can arrange extra activities for additional fees.

It is our desire that you feel comfortable with the vast treasure of artifacts, photographs, letters, maps, oral histories, music, and genealogical materials that are preserved at the Sophienburg. We are here to help you instill an awareness and, hopefully, a love of learning in your students.

Please contact me if you need any assistance or would like to investigate specific subject matter.

I hope to see you soon!

A handwritten signature in black ink, appearing to read "Carolyn Fey Phelan".

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The Sophienburg Museum and Archives

The Big Idea:

- To tell the story of German immigration to Texas to found communities dedicated to religious freedom, political freedom, and economic opportunity.
- To chronicle the subsequent growth of the area to include other ethnic culture, heritage, and contributions.

The Museum and Archives Provides:

- Eye catching immersive environments that create a timeline for highlighting New Braunfels and Comal County history.
- Hands on opportunities to experience the choices and solutions to problems and events in a new country.
- A rich and varied collection that allows visitors to “see” and “hear” history.
- Stories and photographs of individuals who pioneered and took risks that contributed to the success and progress of the community.
- A repository of biographical, historical, and photographic information that is accessible to genealogists, historians, authors, and students.

Topics and Messages:

- To create a sense of the economic, political, and religious climate in the mid 19th C. German states that promoted the immigration project.
- To chronicle the immigrant stories of decisions to leave Europe and the struggles and hardships of their oversea journeys.
- To depict the unfamiliar conditions of a new land and the perplexing choices confronting the immigrants because of political, cultural, and linguistic differences and the necessity to provide for their families.
- To immerse visitors in environments that spotlight significant contributions to Texas history and give them the opportunity to experience the richness of ethnic heritage in the community.
- To provide a well equipped facility, open to the public, for genealogical and historical research through the use of artifact, archival, photographic and recorded oral collections.

OVERVIEW OF COLLECTIONS

The Sophienburg Museum and Archives has eight major collections. All these are open to the general public for information and research. The Museum can copy photographs, slides and negatives from the collection for a fee (copyright laws apply). Xerox copies of documents can also be made at time of visit.

Photographs (includes slides, negatives, postcards, stereopticon views, etc.)

Target subjects: Social Studies, Art, Anthropology

Overview of subjects is available in *Pictorial History of New Braunfels*

Activities: Investigate a photo looking for cultural, ethnic, economic, religious, and social information

Ask Who? What? Where? When? Why? How?

Maps

Target subjects: Geography, Topography, Math, Social Studies, Demographics

Overview of dates: 1840 – present

Activities: Learn map skills

Compare maps from different time periods to look for city plan, growth patterns, assumptions about ethnicity or social class, where business grew and why, how technology changes that(RR, Highway, ect.)

Plot students homes

Government Records (includes census, cemetery, birth, death, etc)

Target subjects: Social Studies, Demographics, Math

Overview of records available by decades 1850 - 191

Activities: Compare decades for growth rates, family size, ethnicity, gender, profession etc.

Track and graph percentages and numbers.

Track when and why growth increases and decreases (ie. wars, disease)

Genealogy (family histories, stories, related info)

Target subjects: Social Studies, Language Arts

Overview of CCGS family files

Activities: Collect info for a family tree in a scrapbook or album.
Research stories, photos, dates, to determine who you are?
Where your family is from, has been is going?
What are common traits? Characteristics?
Why certain occupations? Religion? Political affiliation?
Build pride in one's heritage.
Encourage interaction between generations.

Letters and Papers (any paper artifact deemed historically significant to a
Family, New Braunfels, or Comal County)

Target subjects: Social Studies, Language Arts
Overview of archival collections (Oscar Haas, Fred Oheim, Music Clubs)
Activities: Research specific topics (wars, businesses, individuals, clubs
celebrations, organizations)

Rare Books (German and English language, assorted subjects)

Target subjects: Language Arts, Social Studies
Overview of subjects includes history, biography, geography, arithmetic,
Science, literature, research, cooking)
Activities: Use to research specific topics

Newspaper (New Braunfelser Zeitung, New Braunfels Herald,
New Braunfels Herald Zeitung)

Target subjects: Social Studies, Communications, Economics
Overview of German, German/English/ and English publications from
1852 to present. Original hard copies, microfilm, and digital copies
Activities: Research economic growth, businesses and industry
Examine commercial advertising by years of decades
Follow an historical event
Compare society by decades
Compare prices of common things like cars, coffee, movies

Artifacts (everything else the Museum preserves and exhibits)

Target subjects: Social Studies, Archeology, Anthropology, Science
Overview of exhibited and non-exhibited artifacts.
Activities: Work in conjunction with Collections and Exhibits
Committees to research specific exhibits (WWI, the
Depression)
Research special projects by analysis of specific artifacts
Tour the Museum!!!!

Suggested Reading

Elementary:

A Paradise Called Texas

Willow Creek Home

Spirit of Iron

Janice Shefelman, Eakin Press, Austin

Nine Years Among the Indians

Herman Lehman, University of New Mexico Press

Texas Ghost Stories

Tim Dingle and Doc Moore, Texas Tech Univ. Press

Middle School:

Comanche Song

Sophie's War

Janice Shefelman, Eakin Press, Austin

Nine Years Among the Indians

Herman Lehman, University of New Mexico Press

Adventures in the Unknown Interior of America

Cabeza de Vaca, University of New Mexico Press

Texas Ghost Stories

Tim Dingle and Doc Moore, Texas Tech Univ. Press

Texas History Movies

Texas State Historical Assoc. and TEA

The New Braunfels Sesquicentennial Minutes

Roger Nuhn, Sophienburg Museum and Archives

The Year 1898 in and Around New Braunfels

Robert A. Govier, NBZeitung and Sophienburg
Museum and Archives

General Reference: *History of New Braunfels and Comal County*

Oscar Haas, The Steck Co., Austin

The First Founders

Everett Fey, Eakin Press, Austin

New Braunfels History

This is a brief history of the founding of New Braunfels. It can be adapted to meet different age levels.

Elementary and Middle School students

1. The teacher fills in the blanks with the answer page.
2. Blank history pages are handed out to the students.
3. The students "take notes" by filling in the blanks as the teacher reads the history pages aloud.

Middle School and High School students

1. The teacher fills in the blanks with the answer page.
2. The teacher reads the history aloud.
3. Blank history pages are handed out to the students who then try to fill in the blanks from memory.

In _____, a group of German _____ arrived in New Braunfels.

They had left the region of _____ because there were not enough _____ and not enough _____. Most people were very poor.

A group of _____ organized a _____ to help people emigrate to _____. _____ had very few people and lots of land and opportunities. _____ of Solms – Braunfels was selected to lead the _____. He was sent to Texas to find and buy _____ for the new German colonists. Each family was promised _____ acres of land, a _____ in which to worship, and a _____ to educate their children.

The immigrants packed large _____ with _____, _____, _____, _____, and special items. Only absolutely necessary things could be taken to Texas. Space in the _____ was limited.

The immigrants boarded _____ and sailed for _____ months across the _____. They arrived first at Galveston and then were put on smaller boats and taken to _____. They had to camp in _____ on the _____ for two weeks to several _____, waiting for wagons to take them inland. Many people got sick and _____.

Meanwhile, _____ found that the land bought by the _____ was too far from the coast and there was no treaty with the _____. _____ found some new land near San Antonio that had good _____, many _____ for hunting and lots of _____. He

bought the land from the _____ - _____ family for \$1,111.00. The new location was named _____ after Prince Carl's home in Germany.

The trip from the coast to New Braunfels was very hard. There were not enough _____ and many people had to walk all the way to New Braunfels from the beach. It _____, making the roads _____ and the creeks and rivers _____. More people got sick and _____.

On _____, Good Friday, the _____ finally arrived in New Braunfels. They only received a ½ acre lot in town and _____ acres outside of town for agricultural use.

The Verein had its headquarters and supply house on the _____. The hill was called "Sophie's Hill" after Prince Carl's fiancée in Germany. He went back to Germany to marry her and bring her back to _____. He was going to build her a castle on this hill, but even that was not enough to convince her that she could live in Texas. Prince Carl never returned to Texas.

The Verein named a new man, _____, as the leader of the German immigrants. The next few years were hard but the town grew. By 1850, _____ was the _____ largest city in Texas.

1845
immigrants
Germany
jobs
land

noblemen
Verein
Texas
Texas
Prince Carl
immigrants
land
320
church
school

trunks
tools
clothes
dishes
the family Bible
ship

ships
2 months
Atlantic Ocean
Indianola
tents
beach
months
died

Prince Carl
Verein
Commanches
Prince Carl
water
animals
trees
Veramendi-Garza
New Braunfels

wagons
rained
muddy
swollen
died

March 21, 1845
immigrants
10
Sophienburg
Texas

Meusebach
New Braunfels
4th

PACK A TRUNK

In 1842, twenty-five German noblemen formed the *Verein zum Schutz deutschen Einwanderer in Texas* or the Society for the Protection of German Immigrants in Texas. The idea of the Verein was to give German speaking immigrants a opportunity for a new start, ease the population growth in their states, and maybe make some money on trade with Mexico and their own colonists.

The Verein contracted 21 sailing ships for the immigration effort. A contract was signed with each immigrant promising 160 acres of land to single men and 320 acres of land to families. The contract also promised farming implements, livestock, seeds, and assistance in building homes, a church, and a public school. There was also a provision which stated that the immigrant, if unhappy, could make the return trip to Europe for the same rate he paid to come to Texas --- \$120 for a single man, \$240 for a family.

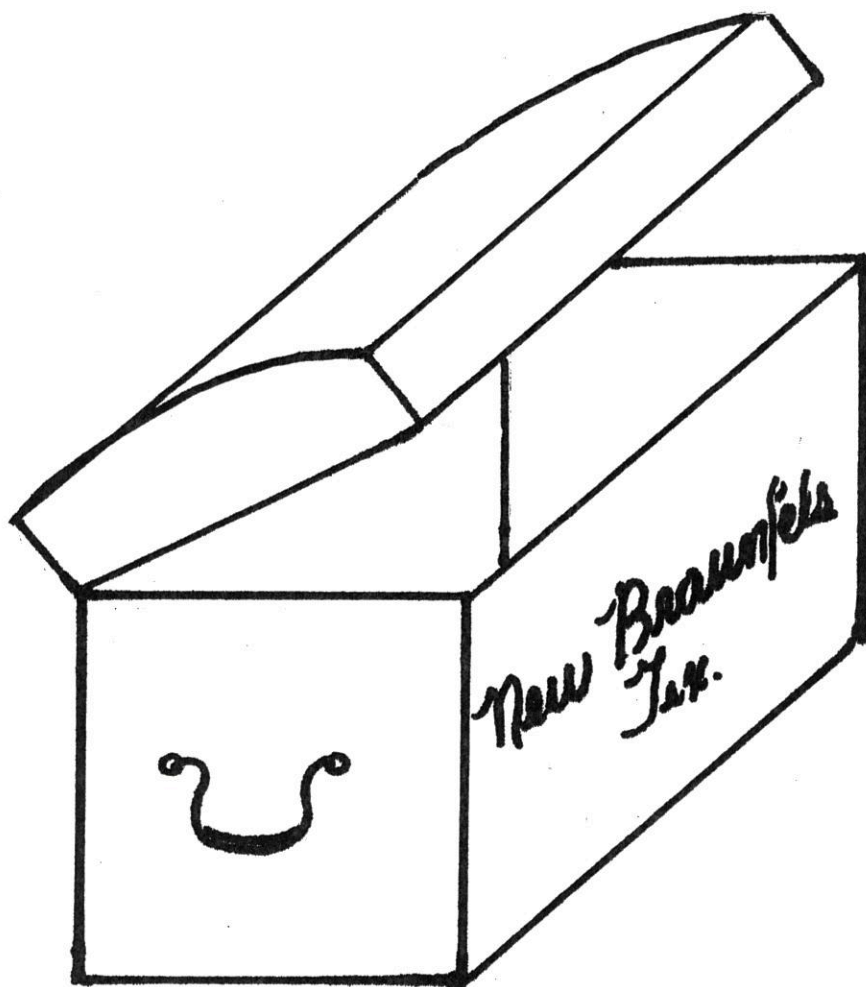
Passage on board ship included a berth (1 per family), meals, and space for luggage. Luggage was restricted to ONE trunk per family. 18 year-old boys could buy passage as a single and take their own trunk. Men were allowed to bring along a trunk with tools of their trade (ie: furniture makers, weavers). Immigrants could also purchase extra space for more trunks.

Because of the space restriction and cost, most families elected to pack only one trunk with the necessities they would need for the voyage and their new life in Texas. In addition to clothing (which they wore layered to save space), the immigrants had to pack bedding, eating utensils, cast iron cookware, tool heads (hoes, picks, axes), water buckets, fire starters, ropes, tent materials and family treasures such as books, Bibles, and mementoes. Very little furniture was brought. They had to pack necessities first. They had to be selective and choose items they absolutely could not live without.

This activity introduces the students to the concept of packing a limited amount of items in a limited amount of space. Students must try to make choices based on need and importance and be able to justify the inclusion of each item in the trunk.

Supplies: worksheet with immigrant trunk
old magazines
scissors
glue

1. Discuss the previous notes with the students.
2. Hand out the worksheets with the immigrant trunk.
3. Using the old magazines, have students cut out pictures of the things they would pack in their trunks if they were immigrating to Texas.
Consider: the number in your family
you are never returning to your old country
what you will need to begin a new life
you will probably not see your friends and relatives again
4. Paste these pictures around the trunk.
5. Have students either write or tell about their choices.
Or
6. Have a class discussion on the differences in immigrating in 1845 and now. Topics could include: mode and ease of transportation, reasons for immigrating, cost, probability of return to homeland.



Artifacts in the Classroom

Material culture includes any object or structure that is made or altered by humans. The artifacts in a museum are used by historians, archeologists, anthropologists, and educators to learn about humans, specifically their habits, way of life, entertainment, etc.

This exercise introduces the idea of material culture and its importance in telling us about the ways people lived.

Supplies: "Reading an Artifact" worksheet

pencils

rulers or tape measures

magnets

magnifying glasses

latex gloves for each student

an "artifact" for each group, something they probably don't know

1. Have students break into teams of 3-4 persons.
2. Hand out "Reading an Artifact" worksheet and explain the questions.
What are its characteristics? (How does it look, feel, etc.?)
What is its function? (What is it made to do?)
What does it say about its makers? (An assessment of its importance)
3. Hand out the rest of the supplies.
4. Have students put on gloves. Explain that the dirt and oils on our hands can damage and/or change certain objects (especially coins, fabric, and organic materials). Museum personnel, archivists, and conservators wear gloves to protect artifacts much like police and crime scene investigators wear gloves so evidence is not contaminated.
5. Give each group a different artifact or object. Have them look at it closely using the tools you have given them and then answer the questions on the worksheet. This should take 10-15 minutes.
6. Have each group select a spokesman to tell the class about their object and what they think it is or was used for based on their findings. The other groups can also guess about it.
7. After each presentation, reveal the true name, use and history of the artifact.

Questions to Ask When Reading an Artifact

1. What are its characteristics?

What is it made of? _____

What is its size? _____

What does it smell like? _____

Is it a natural or man-made substance? (like plastic) _____

Has it been changed or mended? _____

Shape? _____

Weight? _____

Texture? (rough, smooth, etc) _____

Colors? _____

2. What is its function?

How does it work? _____

When was it made? _____

By whom? And how? _____

What was the object for? _____

Has its use been changed? _____

3. What does the artifact say about the people who made it

Who used it? _____

How often? _____

Was it used with other objects? _____

Where did it come from? _____

Was it valuable to the people who used it? _____

Is it valuable to you? _____

Is it valuable to a museum? _____

This Is Me

This exercise reinforces the idea that material culture is important to preserve and study in order to explore and learn about the ways people or cultures live.

Supplies: index cards
pencils

1. Hand out an index card to each student.
2. Have the students list TEN personal possessions that mean something to them. Do not sign a name on the card. Collect all the cards.
3. Redistribute the cards at random, making sure no student gets their own card.
4. Using the information on the card, have the students write a descriptive paragraph about the person whose card they have received. The paragraph should mention such things as age of person, gender, his or her likes or dislikes, activities enjoyed by the person, etc.
5. Gather paragraphs and read aloud to class. Can they guess who is being described?

YOU'VE GOT MAIL

The Sophienburg Museum and Archives has many letters and copies of letters that people here in New Braunfels have written to their friends and family. Many are from the 1840's – 1870's and were written back home to Europe. Remember, very few who made the ocean voyage to Texas ever went back home again.

These letters tell of the perils of the trip over and what life was like in the community of New Braunfels. Many people encouraged their relatives and friends to join them in Texas. Some sent home vivid descriptions of the land, the weather, and their new community.

Writing letters was the only form of communication available in the mid 19th C. In today's world of cell phones, text messages and e-mail, we forget how important letter writing was. Letters were desired and long looked for. News of one's family lessened the feeling of distance. Birth, marriage, and death announcements were received weeks, even months, after their occurrence. Descriptions of life, its hardships and its joys, were always welcomed.

Old letters often have no envelopes. The letter was written in the center of the page of paper. The sides were folded up around it to form a pouch which was secured with sealing wax. The letter was turned over and simply addressed on the other side. Jane Schultz, New Braunfels, Texas, was all that was necessary!

This activity explores the lost art of letter writing. The creative result will be appreciated. This exercise can be taught in conjunction to language arts units teaching proper letter writing. A trip to the post office can be included.

Supplies: sheets of paper (old letters are often written on a pale blue or ivory colored paper)

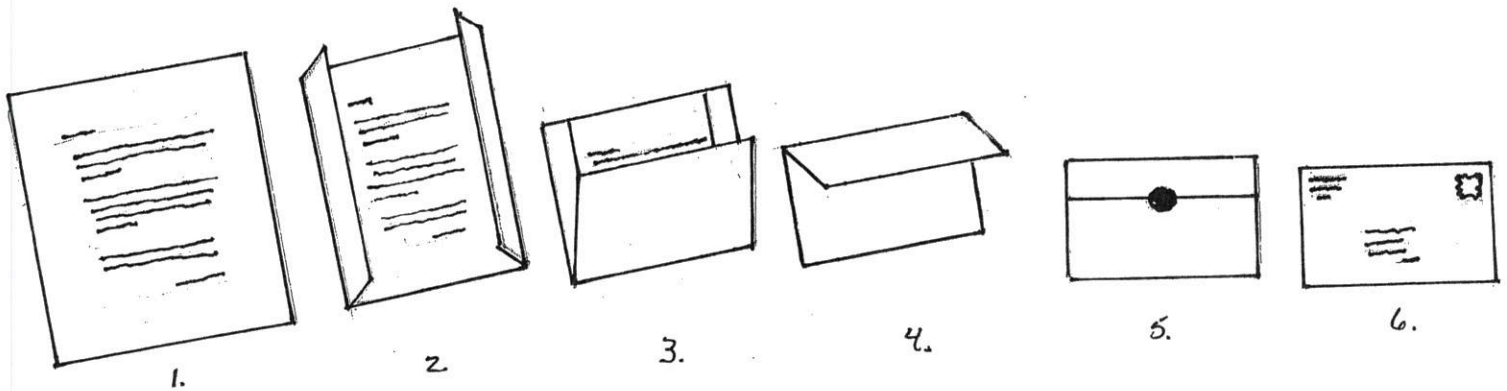
notebook paper

pens and pencils

rulers

sealing wax and seals (available at craft stores)

1. Have the students write a letter to a relative or friend who lives in a different city, state, or country. They might want to write the letter on notebook paper first.
2. Sometimes old letters have light pencil lines across the page to help the writer write in straight lines. Have the students use their rulers to measure off $\frac{1}{2}$ inch marks on both sides of the paper and then lightly draw lines across the page.
3. Transfer the letter to the lined page.
4. When the letter is finished fold the sides in about an inch.
5. Fold the bottom up, and then fold the top down.
6. Take the sealing wax, melt it and let it drip on the bottom edge of the folded top and some of the paper below it. Stamp the soft wax with a seal.
7. Turn the letter over and address it correctly for today's postal system.
8. You can tour the post office with your class, or just pick up the letters and mail them. Have each child find out how long it took for their letter to arrive to its recipient.



Reading, Writing and Arithmetic

In the early schools here in New Braunfels, school supplies were scarce. There were not enough books, so the children shared. Slates and chalk took the place of pencils and paper. When you did use paper, you wrote with quill pens (pens made from turkey and goose feathers) and ink instead of ink pens.

Penmanship, the art and practice of writing, was considered an important skill for it showed you had an education. Hours of practice went into learning how to form letters and write them beautifully. Remember, the early students had to learn to read and write in German and English.

In this activity, students can practice writing the German and the English alphabet. Not hard? Try writing the letters with a quill pen and ink!

Supplies: paper

German/English alphabet handout

turkey tail feathers (cut the stiff end at an angle to use for pens)

bottles of washable India ink (available at craft stores and office supplies)

paper towels

1. Have children sit in groups of three or four.
2. Hand out several sheets of paper and paper towels to each student.
3. Give handout of German/English alphabet to each group.
4. Hand out a turkey feather pen and a bottle of ink to each group.
5. Have the students take turns writing with the quill pen and ink.

Hints: Tell students to dip only the tip of the feather in the ink, don't put the feather all the way into the bottle.

Students can use the paper towels to wipe up drips.

6. When they get comfortable with the quill have them practice writing their names, etc...

THE ALPHABET.

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

1 2 3 4 5 6 7 8 9 0

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