

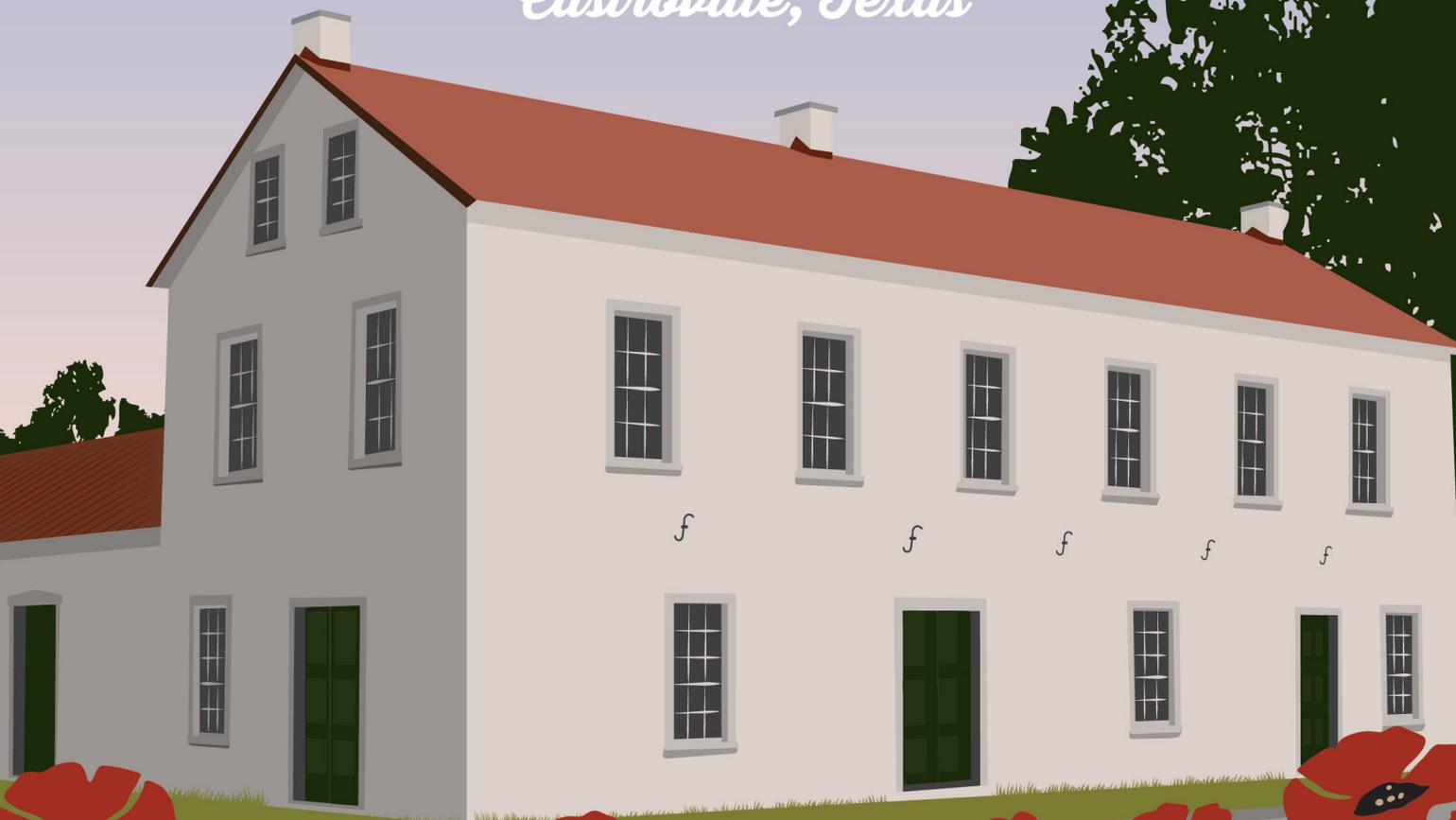
Texas Historical Commission

Pre-Visit Guide
Grade 4

LANDMARK INN

— STATE HISTORIC SITE —

Castroville, Texas



TEXAS
HISTORICAL
COMMISSION 
visitlandmarkinn.com

 Pre-Visit Guide

Overview: Texas-born World Leader

In preparation for a visit to Landmark Inn, students will learn about the arrival and colonization of European immigrants in Castroville by exploring the geographical advantages of developing homes and business at this site and illustrating the evolution of historic buildings on the property.

Social Studies TEKS

- (2) History. The student understands the causes and effects of European exploration and colonization of Texas and North America. The student is expected to:
 - E) identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.
- (6) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
 - (A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
 - (8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:
 - (A) identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II;
 - (B) describe and explain the location and distribution of various towns and cities in Texas, past and present; and
 - (C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.
 - (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
 - (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas;
 - (C) organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

Materials

- ★ Historical images for display/distribution
- ★ Primary Source Analysis resource
- ★ Building a Landmark activity resources
- ★ KWL activity resource

Vocabulary

empresario: a person who contracted with the government to recruit and settle areas of early Texas (as controlled by Spain, then Mexico, and finally the Republic of Texas) in exchange for land.



Activity: What Do You See?

15 minutes

Context: Henri Castro, a French banker and businessman, founded Castroville in 1844. Castro was an empresario contracted with the Republic of Texas who recruited over 2,000 settlers from the Alsace region of France and from Germany. Many of the historic buildings and homes still standing in Castroville today reflect the Alsatian and European culture of the area's first settlers, now blended with traditional south Texas regional architecture. The painting for this activity is by Rowena Vance. It depicts her home in Castroville, Texas in the 1860s. Her children and family pet are standing together at the door of the family general store. Today, these buildings are part of Landmark Inn State Historic Site.

Display the **painting** of the Landmark Inn, then known as the Vance Store, as painted by Rowena Vance in the 1860s. Distribute the **Primary Source Analysis resource**. Preview the painting and the analysis tool. Give students time to examine the painting and record their observations. Share responses when completed.

Activity: Settling Castroville

15 minutes

Ask students to imagine that, like Henri Castro in the 1860s, they are responsible for finding a good location to establish a new town. Brainstorm with students about the kinds of geographic features and attributes a location would need in order to sustain a community. (water, wood, roads, access to animals to hunt or foraged foods, good land for farming/ranching)

Display the **plan of Castroville map**. Explain that this is a map of the early Castroville settlement. Point out that the labels in the map are in French. Ask:

- ★ **What features do you see on this map?** [map title, compass, key, street grid, Medina River label, areas labeled abcd]
- ★ **What does the map tell you about how the city of Castroville was laid out?** [laid out on a grid, most of the settlement bounded by the Medina River]

Display the **San Antonio-Chihuahua/El Paso Trail map**. Ask:

- ★ **People who traveled this trail were likely traveling to and from what two locations?** [Mexico/west Texas (bottom left), San Antonio (top right brown circle Bexar)]
- ★ **The trail passed through Castroville. During the 1800s, how might this have affected the settlement?** [brought more people to the area, increased trade opportunities]



Activity: Building a Landmark

20 minutes

In this activity, students use timeline events to locate features of the Castroville settlement from 1844 to 1854 on a map. Distribute and preview the **timeline** and the **Vance Hotel** map resources and activity instructions. Students need colored pencils or markers to complete the activity. Share responses when completed.

Note: The Historic American Buildings Survey (HABS) map from the National Park Service was drawn in 1934 to plot the location of the Vance Hotel.

Activity: Building a Landmark Extension

10 minutes

Display or distribute the **Abbie Lowe Fire Insurance map** (circa 1860s) of the Castroville settlement. Ask students to compare the structures on this map to those on the Vance Hotel HABS map of 1934. Ask them to identify differences in the maps. Answers may include:

- mill not present on the 1860s fire map
- carriage house not present on the 1934 HABS map (It had been torn down by this time).
- structure labeled Washhouse in the fire map is labeled Bath House in the HABS map
- well not present on the HABS map

Assessment

Evaluate student engagement and instructional activities for completeness and understanding.

Take-home Extension

Distribute **KWL chart**. Have students complete the K and W columns of the chart. The L column will be completed during the Post-Visit activity.

Additional Resources & Extensions

Landmark Inn SHS Mill and River Videos

<https://www.youtube.com/playlist?list=PL4ZnBIj9yvPMeVWQNIxOO94hvcnPIM6fS>

The Portal to Texas History

<https://texashistory.unt.edu>

The Handbook of Texas Online

<https://tshaonline.org/handbook>

Library of Congress

<https://loc.gov>



Activity Image: Landmark Inn by Rowena Vance, circa 1860s

Image courtesy of Landmark Inn State Historic Site



Close-up image of person in doorway and two children.



What Do You See?

Primary Source Analysis Resource

Look carefully at the painting of Landmark Inn by Rowena Vance. Write your observations to complete the activity.

Write at least five (5) things you see in the painting in each category.

PEOPLE	OBJECTS	ACTIVITIES	COLORS

Write a new title for this painting.

Why do you think Rowena Vance painted this scene?

Write at least two (2) questions that you would like to ask one of the people in the painting.

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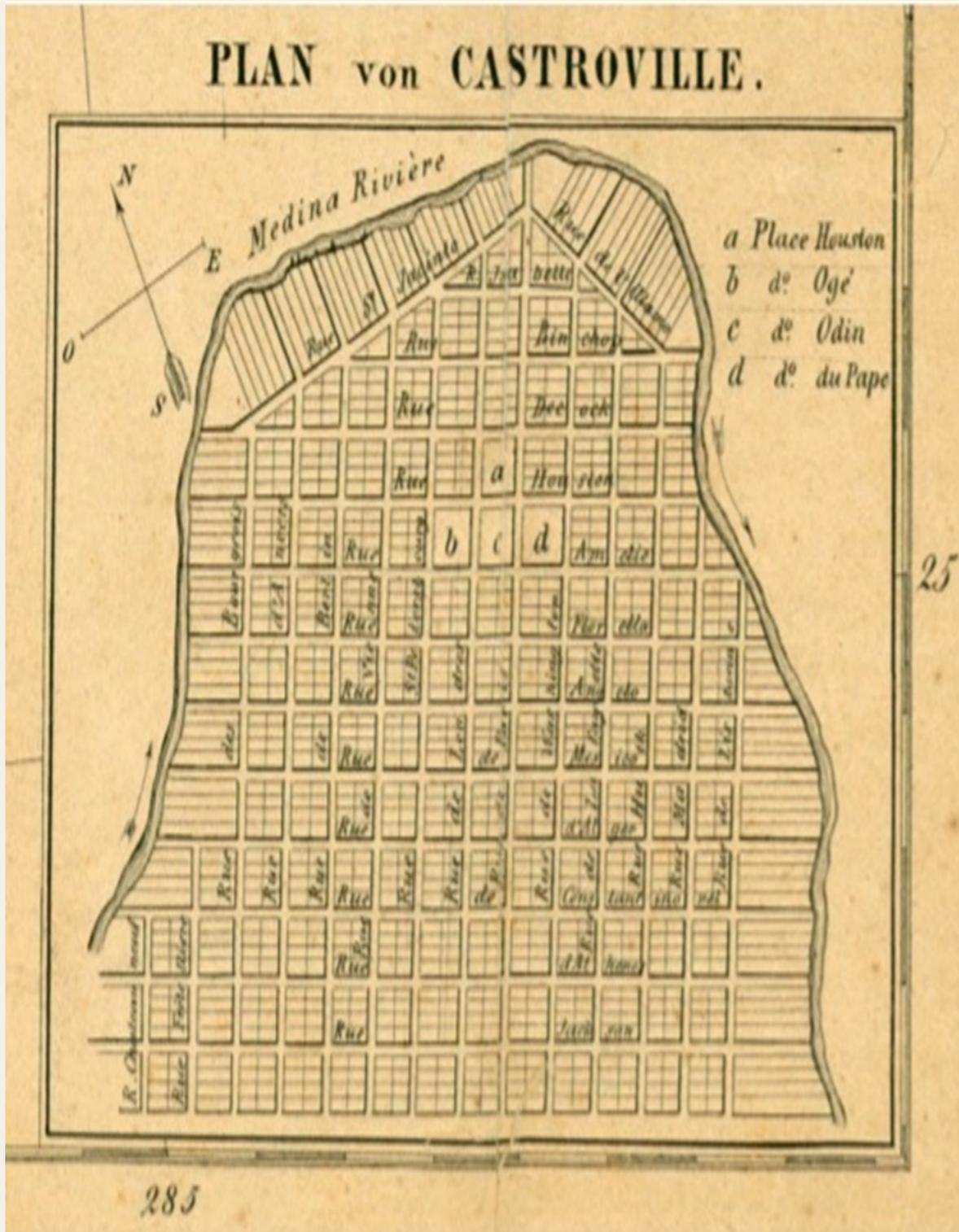
Write at least two (2) questions that you would like to ask the artist about her painting.

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What else does this painting make you curious about?

Activity Image: Early Castroville Map (Plan von Castroville)

Image courtesy of Castrovilletx.gov

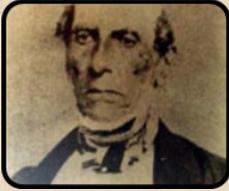


Activity Image: San Antonio-Chihuahua/El Paso Trail Map



Building a Landmark Timeline

Follow the progress of the Castroville settlement by reading this timeline and coloring the landmarks on the map.



1844

- Henri Castro founded the settlement of Castroville along the banks of the Medina River.
- Find the Medina River. Color it **BLUE**.



1844-1847

- Michel Simon bought a property lot from Henri Castro and built a home. This was the first and only building on the property when Simon owned it. The building later became the bath/wash house.
- Find the square building labeled **BATH HOUSE**. Color it **YELLOW**.



1853

- Cesar Monod, from Switzerland, bought Simon's lot plus another one from Castro. He built the kitchen and a one-story house/store building.
- Find the Kitchen. Color it **ORANGE**.



1853

- George Haas and Laurent Quintle bought property lots from John Vance along the river. They built the gristmill and mill dam.
- Find the Mill. Color it **PURPLE**.
- Draw a line across the Medina River to represent the mill dam. Color it **BROWN**.



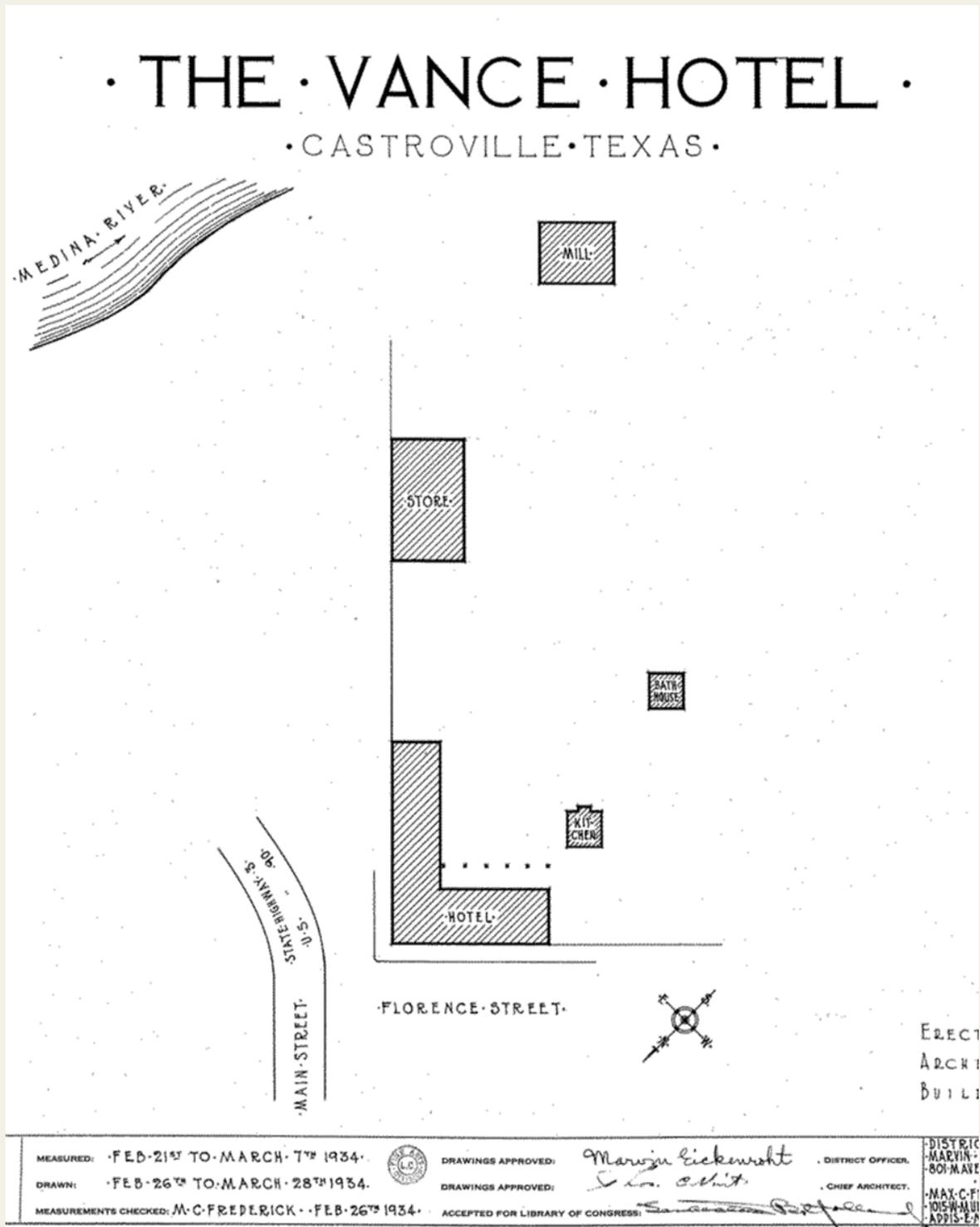
1854

- George Haas and Laurent Quintle bought property lots from John Vance along the river. They built the gristmill and mill dam.
- Find the Mill. Color it **PURPLE**.
- Draw a line across the Medina River to represent the mill dam. Color it **BROWN**.

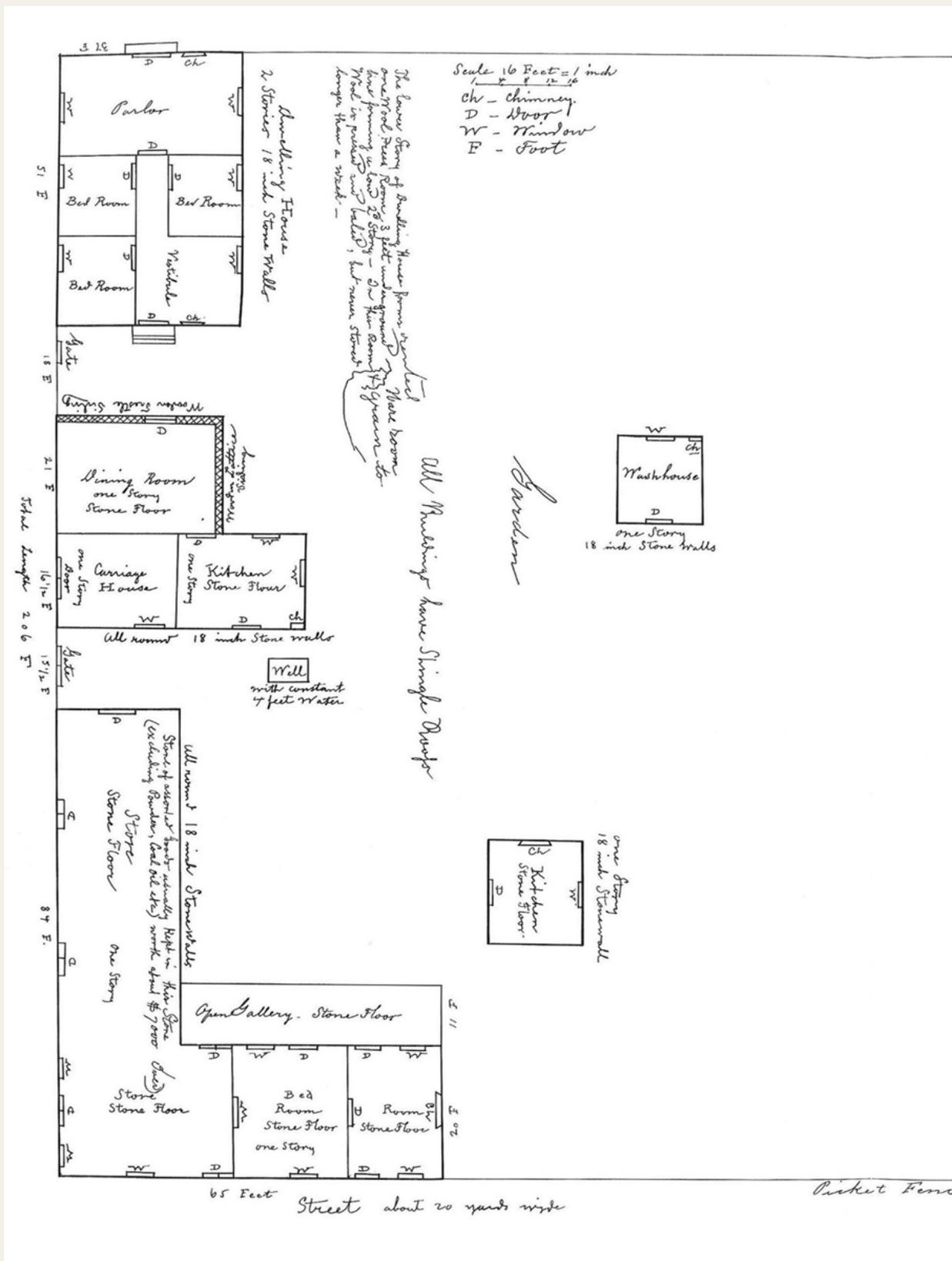


Building a Landmark Map

Follow the instructions on the timeline to color in the Castroville landmarks on this map. Image courtesy of Historic American Buildings Survey, Prints and Photographs Division, Library of Congress.



Extension Image: Abbie Lowe Fire Insurance Map, Castroville, circa 1860s



The Start of the Landmark Inn Story KWL Chart

Know	Want to Know	Learned



Site Visit Recommendations

- Complete the pre-visit lesson or other introductory lessons prior to your field trip.
- Divide students into small groups, each with an adult chaperone.
- Make sure students bring pencils. Pens and markers are not allowed in the exhibits.

Information

To schedule a site visit field trip for your students, please call 830-931-2133. For admission prices and hours of operation, please visit us online at [Landmark Inn State Historic Site](http://LandmarkInnStateHistoricSite.com).

Contact Us

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