



Dallas Historical Society Field Trip Reservation Request

We welcome group tours of the Hall of State and are happy to help you plan your visit. Please fill out this form to get started. A Dallas Historical Society staff member will contact you with more details after you complete and submit this form. Forms must be submitted to education@dallashistory.org.

Does your group consist of students/young people or adults?

Students / Young People

Adults

Requester's Information

First and Last Name: _____

Phone Number: _____ Email: _____

Are you the lead field trip contact? (This person must accompany the group during the visit.)

Yes

No

School or Organization Information

School or Organization Type:

Public School

Homeschool Organization

Educational Organization

Private School

Daycare

Other

Charter School

Camp

School or Organization Name: _____

School or Organization Phone Number: _____

School or Organization Address: _____

Name of District (if applicable): _____

Name of County (if applicable): _____

Group Details

Grade Level(s):

Pre-K

3rd

6th

9th

12th

1st

4th

7th

10th

Other: _____

2nd

5th

8th

11th

We require a minimum ratio of one chaperone to every ten students.

Number of Students: _____

Number of Teachers: _____

Number of Chaperones: _____



Scheduling Details

We suggest a minimum of an hour and a half to tour the Hall of State and Dallas Historical Society exhibits. A staff member can help you plan your visit if necessary.

The Hall of State is open to the public Tuesday through Saturday from 10 am to 5 pm and from 1 pm to 5 pm on Sundays. (We close when Dallas schools are closed or delayed due to weather and road conditions, as well as for some holidays and special events.)

Visit Date First Choice

(MM/DD/YYYY): _____

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> 10:00 AM | <input type="checkbox"/> 1:00 PM |
| <input type="checkbox"/> 11:00 AM | <input type="checkbox"/> 2:00 PM |
| <input type="checkbox"/> 12:00 PM | <input type="checkbox"/> 3:00 PM |

Visit Date Second Choice

(MM/DD/YYYY): _____

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> 10:00 AM | <input type="checkbox"/> 1:00 PM |
| <input type="checkbox"/> 11:00 AM | <input type="checkbox"/> 2:00 PM |
| <input type="checkbox"/> 12:00 PM | <input type="checkbox"/> 3:00 PM |

Visit Date Third Choice

(MM/DD/YYYY): _____

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> 10:00 AM | <input type="checkbox"/> 1:00 PM |
| <input type="checkbox"/> 11:00 AM | <input type="checkbox"/> 2:00 PM |
| <input type="checkbox"/> 12:00 PM | <input type="checkbox"/> 3:00 PM |

Additional Activities

Are you interested in participating in an additional educational experience at the Hall of State? Each activity is designed to last approximately one hour to an hour and a half and has a maximum of 30 students. (Larger groups may be accommodated by subdividing students and rotating the small groups through the exhibits and activities.) Choose One:

What Does it Mean to be a Hero? (4th Grade)

Participants will review the characteristics of heroes and determine the essential traits of heroism. They will then analyze the significant contributions to Texas history of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, José Antonio Navarro, and Mirabeau Lamar. As a culmination of their study, learners will use the characteristics of heroes they previously identified and the examples of Texas heroes they studied to identify a contemporary Texan they view as a hero. They will write a short persuasive essay explaining why that individual should be considered a hero.

4th Grade TEKS supported: 3A, 3B, 3C, 19A, 19B, 21B, 21C, 21D

Changing Views of Texas (7th Grade)

Participants will work in pairs to analyze the murals in the Great Hall (Texas of History and The State of Texas) using the OPTIC strategy (Overview, Parts, Title/Text, Interrelationships, and Conclusion) to review multiple eras of Texas history. After completing the analysis, students will share their conclusions. They will then participate in a guided discussion of the events and individuals not included in the murals. For the culminating activity, students will design a third mural addressing the missing content (increased representation of groups left out of the murals, individuals, and events from 1937 to the present). Students will share and discuss their murals, providing the rationale for the events, objects, and individuals they included.

7th Grade TEKS supported: 1A, 1B, 2B, 2C, 2D, 3B, 3C, 4A, 6A, 6B, 7A, 11A, 20B, 20C, 20D, 22C

Signatures

I understand that the Dallas Historical Society reserves the right to ask an individual to leave the Hall of State if their behavior is deemed inappropriate, disruptive, or at risk of causing harm to the Hall of State premises, artifacts, other guests, or staff. Disruptive behavior by visitors may also cause their group to be asked to leave. Thank you for your understanding and cooperation in ensuring everyone has an enjoyable visit.

Signature of Teacher or Group Leader

Date

Signature of Principal or Supervisor (if applicable)

Date