



## TEXAS ORIGINALS TEKS CORRELATION

This document shows how the *Texas Originals* radio series aligns with [the TEKS for seventh-grade Texas history](#). The links embedded in the text below take you directly to the [Texas Originals episode pages on the Humanities Texas website](#). Each episode page includes the text and audio of the episode in question, as well as images, further information about the subject, and links to print and online resources for further research and study.

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### §113.19. Social Studies, Grade 7, Beginning with School Year 2019–2020.

Knowledge and skills.

(1) History. The student understands traditional historical points of reference in Texas history. The student is expected to:

(A) identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including Natural Texas and its People; Age of Contact; Spanish Colonial; Mexican National; Revolution and Republic; Early Statehood; Texas in the Civil War and Reconstruction; Cotton, Cattle, and Railroads; Age of Oil; Texas in the Great Depression and World War II; Civil Rights; and Contemporary Texas; and

(B) explain the significance of the following dates: 1519, mapping of the Texas coast and first mainland Spanish settlement; 1718, founding of San Antonio; 1821, independence from Spain; 1836, Texas independence; 1845, annexation; 1861, Civil War begins; 1876, adoption of current state constitution; and 1901, discovery of oil at Spindletop.

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. The student is expected to:

(A) compare the cultures of American Indians in Texas prior to European colonization such as Gulf, Plains, Puebloan, and Southeastern;

(B) identify important individuals, events, and issues related to European exploration of Texas such as Alonso Álvarez de Pineda, [Álvar Núñez Cabeza de Vaca](#) and his writings, the search for gold, and the conflicting territorial claims between France and Spain;

(C) identify important events and issues related to European colonization of Texas, including the establishment of Catholic missions, towns, and ranches, and the contributions of individuals such as [Fray Damián Massanet](#), Antonio Margil de Jesús, and Francisco Hidalgo;

Relevant episodes:

[Martín de León](#), the only Mexican *empresario* to found a colony in Texas

[Sarah and Green DeWitt](#), who settled one of the major colonies in Texas

[Rosa Maria Hinojosa de Balli](#), daughter of Spanish aristocrats & the first “cattle queen” of Texas

(D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including Father Miguel Hidalgo, Texas involvement in the fight for independence, José Gutiérrez de Lara, the Battle of Medina, the Mexican federal Constitution of 1824, the merger of Texas and Coahuila as a state, the State Colonization Law of 1825, and slavery;

(E) identify the contributions of significant individuals, including [Moses Austin](#), [Stephen F. Austin](#), Erasmo Seguín, [Martín De León](#), and [Green DeWitt](#), during the Mexican settlement of Texas; and

(F) contrast Spanish, Mexican, and Anglo purposes for and methods of settlement in Texas.

Relevant episodes:

[Rose María Hinojosa de Ballí](#), daughter of Spanish aristocrats & the first “cattle queen” of Texas  
[Susanna Dickinson](#), Anglo settler in Texas and a survivor of the Alamo

(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:

(A) describe the chain of events that led to the Texas Revolution, including the Fredonian Rebellion, the Mier y Terán Report, the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of [Stephen F. Austin](#);

Relevant episodes:

[Mary Austin Holley](#), author whose writings provide insight into early Texas  
[Chief Bowl](#) (or Chief Bowles), principal chief of Cherokees in Texas who cooperated with Mexican government  
[William Barret Travis](#), Texas revolutionary best known for defending the Alamo

(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, [Lorenzo de Zavala](#), [James Fannin](#), [Sam Houston](#), Antonio López de Santa Anna, [Juan N. Seguín](#), and [William B. Travis](#);

(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales; the siege of the Alamo, [William B. Travis](#)'s letter "To the People of Texas and All Americans in the World," and the heroism of the diverse defenders who gave their lives there; the Constitutional Convention of 1836, [Fannin's](#) surrender at Goliad, and the Battle of San Jacinto; and

Relevant episodes:

[Plácido Benavides](#), Mexican mayor of Guadalupe Victoria who supported Texian rebellion against Santa Anna  
[Susanna Dickinson](#), Anglo settler in Texas and a survivor of the Alamo

(4) History. The student understands how individuals, events, and issues shaped the history of the Republic of Texas and early Texas statehood. The student is expected to:

(A) identify individuals, events, and issues during the administrations of Republic of Texas Presidents [Houston](#), [Lamar](#), and Jones, such as the Texas Navy, the Texas Rangers, Jack Coffee Hays, [Chief Bowles](#), William Goyens, [Mary Maverick](#), [José Antonio Navarro](#), the Córdova Rebellion, the Council House Fight, the Santa Fe Expedition, slavery, and the roles of racial and ethnic groups;

Relevant episode:

[Frederick Law Olmstead](#), architect and writer who wrote travelogues based on his time exploring Texas

(B) analyze the causes of and events leading to Texas annexation such as security and public debt; and

(C) identify individuals, events, and issues during early Texas statehood, including the U.S.-Mexican War, the Treaty of Guadalupe-Hidalgo, slavery, and the Compromise of 1850.

Relevant episodes:

[Mary Ann Adams Maverick](#), a writer whose published diaries provide first-hand accounts of life in Texas  
[José Antonio Navarro](#), a long-time supporter of Texas independence from Mexico and annexation by the U.S., helped pave the way for Texas statehood  
[Jane McManus Storm Cazneau](#), Texan journalist and unofficial U.S. diplomat during the Mexican War

(5) History. The student understands how events and issues shaped the history of Texas during the Civil War and Reconstruction. The student is expected to:

(A) explain the central role the expansion of slavery played in the involvement of Texas in the Civil War;

Relevant episode:

[Frederick Law Olmstead](#), architect and writer whose travels to the Texas inspired his antislavery travelogue *The Cotton Kingdom*

(B) identify significant events concerning Texas and the Civil War such as the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch;

Relevant episode:

[Amelia E. Barr](#), British writer whose diaries vividly portray life in Texas before, during, and after the Civil War

(C) explain the political, economic, and social effects of the Civil War and Reconstruction in Texas.

(6) History. The student understands how individuals, events, and issues shaped the history of Texas from Reconstruction through the beginning of the 20th century. The student is expected to:

(A) identify significant individuals, events, and issues, including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on American Indians, the buffalo soldiers, and [Quanah Parker](#);

Relevant episodes:

[Cynthia Ann Parker](#), an Anglo settler in Texas taken captive by and raised as part of a Comanche tribe; famous for refusing to abandon her Comanche family, including her son Quanah  
[Norris Wright Cuney](#), one of the first black politicians and public servants in Texas

(B) identify significant individuals, events, and issues, including the development of the cattle industry from its Spanish beginnings and the cowboy way of life;

Relevant episodes:

[Charles Goodnight](#), Texas rancher upon whose experiences Larry McMurtry's novel *Lonesome Dove* was based  
[William Sydney Porter \(O. Henry\)](#), short story writer whose work was inspired by his time in Texas  
[Laura Vernon Hamner](#), writer, public official, and ranch historian

(C) identify significant individuals, events, and issues, including the effects of the growth of railroads and the contributions of [James Hogg](#); and

(D) explain the political, economic, and social impact of the agricultural industry and the development of West Texas resulting from the close of the frontier.

Relevant episodes:

[Mollie Evelyn Moore Davis](#), writer and editor whose works provide vivid and detailed depictions of Texas life, especially in the Gulf Coast and West Texas regions  
[Rosa María Hinojosa de Ballí](#), rancher and benefactor who is now known as the first "cattle queen" of Texas, due to her expansive ranching operation in South Texas  
[Tom Lea](#), artist, writer, and historian who depicted life in West Texas (particularly El Paso) through various mediums

(7) History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries. The student is expected to:

(A) explain how the oil industry led to the industrialization of Texas;

Relevant episodes:

[Mody Coggin Boatright](#), folklorist and oral history pioneer famous for his focus on oilfields and blue-collar work in Texas industry  
[Winifred Sanford](#), short story writer who captured the mood of the Texas oil boom in the 1920s

(B) define and trace the impact of "boom-and-bust" cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching, real estate, banking, and computer technology;

Relevant episodes:

[Mody Coggin Boatright](#), folklorist and oral history pioneer famous for his focus on oilfields and blue-collar work in Texas industry

[Edna Ferber](#), writer most famous for novel *Giant*, which tells the story of a Texas cattle rancher

(C) describe and compare the impact of reform movements in Texas in the 19th and 20th centuries such as progressivism, populism, women's suffrage, agrarianism, labor reform, and the conservative movement of the late 20th century;

Relevant episodes:

[Annie Webb Blanton](#), public official, women's suffrage activist, and educator

[Minnie Fisher Cunningham](#), women's suffrage leader

[Jane McCallum](#), women's suffrage leader and Texas secretary of state

(D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including [James L. Farmer Jr.](#), [Hector P. Garcia](#), [Oveta Culp Hobby](#), Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), [Jane McCallum](#), and Lulu Belle Madison White;

Relevant episodes:

[Henry Allen Bullock](#), first black professor appointed to the faculty of arts and sciences at the University of Texas at Austin

[Henry B. Gonzalez](#), longtime Democratic congressman (and the first Mexican-American to represent Texas in Congress) and civil rights crusader

[Melvin B. Tolson](#), poet and educator who inspired students like James Farmer (founder of CORE) and Herman Sweatt (who challenged The University of Texas race admission standards) to stand up for civil rights

[Jovita Idar](#), journalist and activist who denounced social, economic, and educational discrimination against Mexican Americans in Texas

[Annie Webb Blanton](#), public official, women's suffrage activist, and educator

[Sarah T. Hughes](#), first female state and federal district judge in Texas

[Carlos E. Castañeda](#), historian and professor who highlighted Anglo-Mexican relationship in Texas since pre-Texas Revolution

(E) analyze the political, economic, and social impact of World War I, the Great Depression, World War II, and significant issues in the latter half of the 20th and early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas.

Relevant episodes:

[Chester William Nimitz](#), commander-in-chief of the Pacific Naval Fleet in the aftermath of the Pearl Harbor attack and upon U.S. entry into WWII

[Cleto Rodriguez](#), fifth Mexican-American recipient of the Medal of Honor

[James Earl Rudder](#), celebrated WWII soldier, land commissioner, and president of Texas A&M

(8) Geography. The student understands the location and characteristics of places and regions of Texas. The student is expected to:

(A) locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions;

Relevant episodes:

[Roy Bedichek](#), writer and naturalist who wrote extensively about Texas geography and wildlife

[Walter Prescott Webb](#), author of *The Great Plains*, one of the most important U.S. works in the twentieth century

[Russell Lee](#), photographer whose art highlighted the diverse citizens of Texas  
[Frederick Law Olmsted](#), writer who wrote travelogues based on his time exploring Texas

(B) locate and compare places of importance in Texas in terms of physical and human characteristics such as major cities, waterways, natural and historic landmarks, political and cultural regions, and local points of interest; and

Relevant episode:

[Walter Prescott Webb](#), author of *The Great Plains*, which shows how the distinctive climate and geography of the American West shaped the region's history

(C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

(9) Geography. The student understands the effects of the interaction between humans and the environment in Texas. The student is expected to:

(A) identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications; and

Relevant episode:

[Winifred Sanford](#), short story writer who captured the mood of the Texas oil boom in the 1920s

(B) explain ways in which geographic factors such as the Galveston Hurricane of 1900, the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas.

Relevant episode:

[Henry Cohen](#), rabbi who led support efforts after the Galveston Hurricane of 1900

(10) Geography. The student understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries. The student is expected to:

(A) analyze why immigrant groups came to Texas and where they settled;

Relevant episodes:

[Amelia E. Barr](#), British writer whose diaries vividly portray life in Texas before, during, and after the Civil War

[Plácido Benavides](#), Mexican-born immigrant who fought in the Texas Revolution

[Jane McManus Storm Cazneau](#), Anglo-American journalist who found great opportunity in trading and mining in Texas

[Sarah Horton Cockrell](#), businesswoman and entrepreneur who settled in Dallas

[Henry Cohen](#), Galveston rabbi who published extensively on immigration (especially of Jewish communities) into Texas

[Green and Sarah DeWitt](#), settlers of one of the largest Spanish colonies in Texas

[Mary Austin Holley](#), writer of the first English-language history of Texas, which included interviews with old Texas settlers

[Rosa María Hinojosa de Ballí](#), Hispanic rancher and benefactor who is now known as the first “cattle queen” of Texas, due to her expansive ranching operation in South Texas

[Martín De León](#), founded the city of Victoria, Texas

[Lorenzo de Zavala](#), Mexican politician who changed loyalties and helped form the Republic of Texas

(B) describe how immigration and migration to Texas have influenced Texas;

Relevant episodes:

[Stephen F. Austin](#), established the first Anglo settlement in Texas

[Carlos E. Castañeda](#), historian and professor who highlighted Anglo-Mexican relationship in Texas since pre-Texas Revolution  
[Sarah Horton Cockrell](#), businesswoman and entrepreneur who settled in Dallas  
[Susanna Dickinson](#), Anglo settler in Texas and a survivor of the Alamo  
[James Walker Fannin](#), rebel army officer who helped secure Texas independence  
[Rosa María Hinojosa de Ballí](#), Hispanic rancher and benefactor who is now known as the first “cattle queen” of Texas, due to her expansive ranching operation in South Texas  
[Mary Ann Adams Maverick](#), writer whose published diaries provide first-hand accounts of life in Texas  
[William Barret Travis](#), Texas revolutionary best known for defending the Alamo

(C) describe the structure of the population of Texas using demographic concepts such as growth rate and age distribution; and

(D) analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation.

(11) Economics. The student understands the factors that caused Texas to change from an agrarian to an urban society. The student is expected to:

(A) explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and;

(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas:

Relevant episodes:

[Winifred Sanford](#), short story writer who captured the mood of the Texas oil boom in the 1920s

[Karle Wilson Baker](#), celebrated Texas poet known for her portrayal of events like the East Texas oil boom

[Sarah Horton Cockrell](#), businesswoman and entrepreneur who settled in Dallas

(12) Economics. The student understands the interdependence of the Texas economy with the United States and the world. The student is expected to:

(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas;

(B) explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas; and

Relevant episodes:

[Mary Kay Ash](#), entrepreneur and owner of Mary Kay Cosmetics

[Gail Borden](#), businessman, benefactor, and the inventor of condensed milk. Responsible for expanding the local dairy business to encompass the entire nation

[Amon Carter](#), newspaperman, oilman, and media investor who brought industry to Fort Worth

[Sarah Horton Cockrell](#), businesswoman and real estate investor, now remembered as "Dallas's first capitalist"

[Jane McManus Storm Cazneau](#), Anglo-American journalist who speculated land in Texas and engaged in trading and mining opportunities along the border with her husband

(C) analyze the impact of significant industries in Texas such as aerospace, medical, and computer technologies on local, national, and international markets.

(13) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:

(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and

(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.

(14) Government. The student understands the structure and functions of government created by the Texas Constitution. The student is expected to:

(A) describe the structure and functions of government at municipal, county, and state levels; and

Relevant episode:

[Billy Lee Brammer](#), author of *The Gay Place*, a political novel centered on Texas politics

(B) identify major sources of revenue for state and local governments such as property tax, sales tax, and fees; and

(15) Citizenship. The student understands the rights and responsibilities of Texas citizens in a democratic society. The student is expected to:

(A) identify rights of Texas citizens; and

(B) explain and analyze civic responsibilities of Texas citizens and the importance of civic participation.

Relevant episodes:

[John Goodwin Tower](#), conservative Republican Senator from Texas who served as a mentor to Senator John McCain and future President George H. W. Bush

[Héctor P. García](#), physician and civil rights advocate who championed educational and medical benefits for veterans, along with the inclusion of Mexican Americans into mainstream America

[George Thomas "Mickey" Leland](#), one of the first African American members of the House of Representatives from Texas, who fought for social justice and minority rights

[Melvin B. Tolson](#), influential educator and poet who advocated for civil rights and who served as the inspiration for the film *The Great Debaters*

[James Earl Rudder](#), Army Ranger second lieutenant who led U.S. forces on Omaha beach on D-Day and went on to become the president of Texas A&M

[Samuel "Sam" Taliaferro Rayburn](#), politician who served for forty-nine years in the U.S. House of Representatives and mentored Lyndon B. Johnson

[Barbara Jordan](#), congresswoman who became the first African American woman elected to the Texas Senate and then the first African American woman from a southern state to serve in the U.S. House of Representatives

[Jovita Idár](#), journalist and political activist who labored to promote civil rights for minorities, with a focus on education and women's rights

(16) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to:

(A) identify different points of view of political parties and interest groups on important Texas issues, past and present;

Relevant episodes:

[Annie Webb Blanton](#), public official, women's suffrage activist, and educator

[Minnie Fisher Cunningham](#), women's suffrage leader

[Henry Allen Bullock](#), black educator who devoted his life to advancing African American education in Texas

[Jose Antonio Navarro](#), leading Mexican participant in Texas Revolution

[Carlos E. Castañeda](#), borderlands historian and activist for reform in South Texas schools  
[James Frank Dobie](#), scholar of Southwest literature and folklore and progressive activist for integration at all levels of education  
[Héctor P. García](#), physician, surgeon, civil rights advocate, community leader, political activist, and founder of the American G.I. Forum, a civil-rights organization devoted to securing equal rights for Hispanic Americans

(B) describe the importance of free speech and press in a democratic society.

Relevant episode:

[William Cowper Brann](#), publisher and journalist famous for his sharp and corrosive satire

(17) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to

(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States; and

Relevant episodes:

[Sam Houston](#), one of the most illustrious and important political figures of Texas

[Juan Seguín](#), political and military figure of the Texas Revolution and Republic of Texas

[James Hogg](#), the first native governor of Texas

[John Nance Garner](#), the thirty-second vice president of the United States

[Sam Rayburn](#), Texas legislator, congressman, and longtime speaker of the United States House of Representatives

[Annie Webb Blanton](#), public official, women's suffrage activist, and educator

[Miriam "Ma" Ferguson](#), first woman governor of Texas

[Oveta Culp Hobby](#), first secretary of the Department of Health, Education and Welfare, first commanding officer of the Women's Army Corps, and chairman of the board of the *Houston Post*

[Henry González](#), longtime Democratic congressman and civil rights crusader

[John Goodwin Tower](#), United States senator

[Barbara Jordan](#), first black Texas state senator since 1883 and the first of two African Americans elected to the U.S. Congress from the South in the 20<sup>th</sup> century

[George Thomas "Mickey" Leland](#), African American politician and successor to Barbara Jordan's state congressional seat

(B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, [John Nance Garner](#) ("Cactus Jack"), James A. Baker III, [Henry B. González](#), Kay Bailey Hutchison, [Barbara Jordan](#), Raymond L. Telles, [Sam Rayburn](#), and Raul A. Gonzalez Jr.

(18) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:

(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;

Relevant episode:

[Scott Joplin](#), composer and pianist, called the "King of Ragtime"

(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;

Relevant episodes:

[John Biggers](#), African-American artist and educator best known for his murals depicting black history

[J. Mason Brewer](#), black scholar and folklorist

[Etta Moten Barnett](#), singer and actress, the first African American woman to sing at the White House

[Américo Paredes](#), musician, scholar, and folklorist who published in both English and Spanish



**Melvin B. Tolson**, poet and educator who inspired students like James Farmer (founder of CORE) and Heman Sweatt (who challenged The University of Texas race admission standards) to stand up for civil rights

**Jovita Gonzalez**, folklorist, historian, writer, and teacher whose work highlighted the experience of Mexican Americans in the borderlands

**Dominique and John de Menil**, French immigrants to Texas who championed a new religious art in addition to collecting antiquated European, Byzantine, and tribal art

(C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts; and

Relevant episodes:

**Martin de Leon**, the only Mexican empresario to found a Spanish colony in Texas, present-day Victoria, TX

**Juan Seguín**, political and military figure of the Texas Revolution and Republic of Texas, after whom the city of Seguin, TX was named

**Carlos E. Castañeda**, historian who illuminated the relationships between Anglo and Mexican settlers in nineteenth-century Texas, particularly the sharing of culture and heritage

**O'Neil Ford**, architect inspired by German settlements in Texas

**Marion Koogler McNay**, art collector, especially of Southwest American art and European art

**Américo Paredes**, musician, scholar, and folklorist who published in both English and Spanish

**Tomás Rivera**, writer and educator known for his Chicano fiction and poetry (published in English and Spanish)

(D) identify contributions to the arts by Texans such as **Roy Bedichek**, Diane Gonzales Bertrand, **J. Frank Dobie**, **Scott Joplin**, **Elisabet Ney**, Amado Peña Jr., **Walter Prescott Webb**, and **Horton Foote**.

Relevant episodes:

**Andy Adams**, writer who depicted cowboy life on the Texas plains in his fiction

**Karle Wilson Baker**, celebrated Texas poet known for her portrayal of events like the East Texas oil boom

**Etta Moten Barnett**, singer and actress, the first African American woman to sing at the White House

**Amelia E. Barr**, British writer whose diaries vividly portray life in Texas before, during, and after the Civil War

**John Biggers**, African-American artist and educator best known for his murals depicting black history

**Julius Bledsoe**, one of the first African Americans to appear on Broadway

**Mody Coggin Boatright**, folklorist and oral history pioneer famous for his focus on oilfields and blue-collar work in Texas industry

**Billy Lee Brammer**, author of *The Gay Place*, a political novel centered on Texas politics

**Amon G. Carter**, wealthy advertiser and investor known for his vast art collection, dominated by artists like Frederic Remington and Charles Russell

**J. Mason Brewer**, black scholar and folklorist

**Mollie Evelyn Moore Davis**, writer and editor whose works provide vivid and detailed depictions of Texas life, especially in the Gulf Coast and West Texas regions

**Dominique and John de Menil**, French immigrants to Texas who championed a new religious art in addition to collecting antiquated European, Byzantine, and tribal art

**Clara Driscoll**, businesswoman, philanthropist, and historic preservationist famous for her efforts to preserve the Alamo

**Edna Ferber**, writer most famous for novel *Giant*, which tells the story of a Texas cattle rancher

**Jovita González**, folklorist, historian, writer, and teacher whose work highlighted the experience of Mexican Americans in the borderlands

**Ima Hogg**, arts patron and philanthropist who donated her estate, Bayou Bend, to the Museum of Fine Arts, Houston

**Margaret Virginia (Margo) Jones**, theater director-producer and pioneer of the American resident theater movement

**Donald Clarence Judd**, sculptor best known for founding the Chinati Foundation in Marfa

**Elmer Kelton**, celebrated author of more than forty Texas Western novels who vividly portrayed the South Texas Plains and its inhabitants

**Larry L. King**, journalist, playwright, and raconteur

**Tom Lea**, artist, writer, and historian who depicted life in West Texas (particularly El Paso) through various mediums

**Russell Lee**, photographer whose art highlighted the diverse citizens of Texas

**Alan Lomax**, musicologist who worked to preserve folk music as oral tradition

**Marion Koogler McNay**, art collector, especially of Southwest American art and European art

**Katherine Anne Porter**, writer and winner of the Pulitzer Prize and National Book award known for her short fiction

**Américo Paredes**, musician, scholar, and folklorist who published in both English and Spanish

**Harry Hunt Ransom**, founder of the Harry Ransom Center on the UT campus, which holds a valuable collection of materials (including an original copy of the Gutenberg Bible and the archives of modern authors)

**Jovita Gonzalez**, folklorist, historian, writer, and teacher whose work highlighted the experience of Mexican Americans in the borderlands

**Frank Reaugh**, artist known for his pastel landscape paintings

**Tomás Rivera**, writer and educator known for his Chicano fiction and poetry (published in English and Spanish)

**Melvin B. Tolson**, influential educator and poet who advocated for civil rights and who served as the inspiration for the film *The Great Debaters*

**King Wallis Vidor**, Hollywood film director

(19) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on the political, economic, and social development of Texas. The student is expected to:

- (A) compare types and uses of technology, past and present;
- (B) identify Texas leaders in science and technology such as Walter Cunningham, Michael DeBakey, Denton Cooley, Benji Brooks, Michael Dell, and Howard Hughes Sr.;
- (C) analyze the effects of various scientific discoveries and technological innovations on the development of Texas such as advancements in the agricultural, energy, medical, computer, and aerospace industries;
- (D) evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land; and
- (E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world.

Relevant episode:

**Gail Borden**, businessman, benefactor, and the inventor of condensed milk. Responsible for expanding the local dairy business to encompass the entire nation

(20) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as media and news services, biographies, interviews, and artifacts to acquire information about Texas;

(B) analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(D) identify bias and points of view from the historical context surrounding an event that influenced the participants;

(E) support a point of view on a social studies issue or event; and

(F) evaluate the validity of a source based on corroboration with other sources and information about the author.

(21) Social studies skills. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:

(A) create and interpret thematic maps, graphs, and charts representing various aspects of Texas during the 19th, 20th, and 21st centuries; and

(B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.

(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use effective written communication skills, including proper citations and avoiding plagiarism; and

(C) create written, oral, and visual presentations of social studies information.

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.