



Texas Originals: Meet the Originals TEACHER GUIDE

Lesson Overview

Texas Originals, developed by Humanities Texas and Houston Public Media, is a radio series profiling individuals who have had a profound influence on Texas history and culture. This lesson uses those profiles to introduce students to important figures in Texas history and challenges them to answer questions and draw conclusions. Teachers can use these lessons as a tool to introduce new units, or as an ongoing warm up activity, selecting historical figures that support classroom goals. An answer key for all short answer questions is included. Spanish translations of transcripts from seasons 1 and 2 are now available.

These lessons are designed for seventh-grade students currently studying Texas history in the classroom and should take between 10 and 15 minutes to complete.



Essential Question

How can studying the lives of historical figures help you understand broader historical concepts?

Objectives

1. Students will combine oral and reading comprehension to answer questions about important figures in Texas history.
2. Students will use evidence from a reading passage to make inferences and form conclusions about what they have read.



TEKS

Depending upon the individual, or group of individuals selected, knowledge TEKS can be found in the TEKS Correlation Guide.

Skills TEKS met with this lesson (full text of TEKS can be found in TEKS Correlation Guide):

Social Studies:

113.19.24.A, B, E; 113.19.26.A–C

ELA:

110.23.1.A, B, D; 110.23.3; 110.23.5.A, E–I; 110.23.6.A–D, G, H

Procedure

1. Select a [Texas Originals script](#) that fits with your classroom goals.
2. Play the audio of the selected *Texas Originals* for students. If desired, you may choose to ask them your own questions about the historical figure you have selected.
3. Hand out the Meet the Originals student handout.
 - a. Questions 1 and 2: Give students 2–3 minutes to answer the first two comprehension questions. Answers to both of these questions can be found directly within the text of the script.
 - b. Question 3: Depending on classroom needs, give students time on their own to write their answer, pair students for discussion, or lead a brief class discussion. Question 3 will fall into one of the following categories:
 - i. Taking a Position: Inspired by a broad historical theme, these questions ask students to support a conclusion on a topic related to the passage they have read.
 - ii. Making Inferences: These questions ask students to support a position with direct evidence from the passage they have read.
 - iii. Creating Connections: Incorporating historical details from outside of the passage, these questions ask students to put the historical figure they have just read about into context.