



Write Your Own *Texas Originals* Script 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 explains strategies for writing a compelling story made for a specific medium (radio) and provides students with the chance to create and present their own script about a Texas Original of their choosing.

This lesson is designed for seventh-grade students currently studying Texas history in the classroom. It is particularly helpful as a semester or year-end review tool.

This lesson is designed to be either a take-home lesson or a multi-class period project. Section 3 can be completed at home, and class time can be dedicated to sharing completed scripts. If teachers wish to complete the lesson in class, it can be completed over three 45-minute class periods.



Essential Question

How can the biography of one individual illuminate unique aspects of Texas history and culture?

Objectives

1. Students will explain how individuals contributed to Texas history using their creative abilities.
2. Students will consult and evaluate different sources to write a biographical script examining the influence of an important individual whose work represented specific aspects of Texas life and culture.



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. Introduce students to *Texas Originals* (10–15 minutes).
 - a. Project [Mildred “Babe” Didrikson Zaharias’s page](#) in *Texas Originals*.
 - b. Play the *Texas Originals* episode on Mildred “Babe” Didrikson Zaharias for students.
 - c. Discuss the script with students. Ask students to consider:
 - i. How does the script open? (What’s the hook that captures listeners' attention?)
 - ii. What information is immediately presented? What dates and locations are listed?
 - iii. What information receives the most focus?
 - iv. How does the script ultimately describe the subject's significance in Texas and U.S. history?
 - v. How does the script use quoted material?
 - vi. How does the script end?

OPTIONAL: Distribute “Structure of a Texas Originals Script” to students and use it to facilitate the discussion.

2. Prepare students for writing their own script (10–15 minutes).
 - a. Distribute “Write Your Own *Texas Originals* Script Handout” and review with students.
 - b. Explain to students that they will use the handout to research and write the script. They will be following the same rules as Humanities Texas writers as well as the same structure for success.
 - i. To ensure that their script is no more than two minutes when read aloud, they should aim for between 150 and 200 words, with an absolute maximum of 225 words.
 - ii. It should be engaging and historically accurate, and it should provide a sense of the individual’s significance.
 - c. Have students select a person to research and write about using one of the following methods:
 - i. Allow students to pick their own.
 - ii. Assign topics. (See the additional TEKS correlation document for potential TEKS tie-ins by subject with lists of *Texas Originals* individuals.)
 - iii. Prepare slips of paper printed with the subjects’ names and have students randomly draw their subject.
3. Students research and write their scripts using the Write Your Own *Texas Originals* Script Handout (60–90 minutes).

OPTIONAL: Distribute “Online Resources for *Texas Originals* Activities” and review with students.

4. Have students read their scripts aloud or record their episodes with their best radio voice (15–20 minutes).