

Texas Music History

Lesson Plan – High School Social Studies

Objectives:

To use Texas music as a lens through which to view cultural history.

Description:

Texas music is truly unique. Spanning a broad array of genres, including blues, gospel, ragtime, jazz, conjunto, Tejano, country, zydeco, cajun, rock and roll, and many others, Texas music, perhaps better than anything else, reflects the rich history and tremendous ethnic and cultural diversity of the Southwest. By exploring different aspects of Texas music history, students gain new perspectives on our shared culture and varied cultural heritage.

Procedure:

1. Break students into groups and have them discuss and define “Texas Music.” (This is sort of a trick question – the idea is that Texas Music is multifaceted, diverse, and ever-changing!)
2. Show the video “Texas Music History.”
3. Have the same groups revise their definitions based on what they learned in the video.

If you plan to work through the more of the films and lessons offered on the Interactive Classroom, you might consider assigning a research project. Each film has a “For more information” section leading students to other rich internet resources. Teachers might consider assigning additional sources from the library or classroom texts.

TEKS directives:

(note: each individual film has more focused and specific TEKS directives associated with its lesson plan)

§113.32. United States History Studies Since Reconstruction

(10) Geography. The student understands the effects of migration and immigration on American society. The student is expected to:

- (A) analyze the effects of changing demographic patterns resulting from migration within the United States; and
- (B) analyze the effects of changing demographic patterns resulting from immigration to the United States.

(20) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- (A) describe how the characteristics and issues of various eras in U.S. history have been reflected in works of art, music, and literature such as the paintings of Georgia O'Keeffe, rock and roll, and John Steinbeck's *The Grapes of Wrath*;
- (B) describe the impact of significant examples of cultural movements in art, music, and literature on American society, including the Harlem Renaissance;
- (C) identify examples of American art, music, and literature that transcend American culture and convey universal themes;
- (D) analyze the relationship between culture and the economy and identify examples such as the impact of the entertainment industry on the U.S. economy; and
- (E) identify the impact of popular American culture on the rest of the world.

(21) Culture. The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contribute to our national identity. The student is expected to:

- (A) explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;
- (B) explain efforts of the Americanization movement to assimilate immigrants into American culture;
- (C) analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and
- (D) identify the political, social, and economic contributions of women to American society.

(24) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;
- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context;
- (D) use the process of historical inquiry to research, interpret, and use multiple sources of evidence;
- (E) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (F) identify bias in written, oral, and visual material;
- (G) support a point of view on a social studies issue or event; and
- (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

§113.34. World Geography Studies

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world, and how these patterns influenced the processes of innovation and diffusion;

(B) give examples of ways various groups of people view cultures, places, and regions differently; and

(C) compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.

(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:

(A) describe the impact of general processes such as migration, war, trade, independent inventions, and diffusion of ideas and motivations on cultural change;

(B) analyze cultural changes in specific regions;

(C) analyze examples of cultures that maintain traditional ways; and

(D) evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises in Russia and Eastern Europe, or the English language as a major medium of international communication for scientists and business people.

§113.37. Sociology

(12) Culture. The student understands how cultural socialization, norms, values, motivation, and communication influence relationships among groups. The student is expected to:

(A) compare cultural norms among various U.S. subculture groups such as ethnic, national origin, age, socioeconomic strata, and gender groups;

(13) Culture. The student understands how people develop social institutions to meet basic needs in a society. The student is expected to:

(A) summarize the functions of social institutions such as the family, religion, and education; and

(B) evaluate the importance of social institutions in the United States.

(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(A) create a product on a contemporary sociological issue or topic using critical methods of inquiry;

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

(C) use appropriate mathematical skills to interpret sociological information.