

# Learning Through Art at the MFAH Middle School

## *SOCIAL STUDIES TEK Alignment*



### 1. Gloucester Harbor, 1938

#### Economic Differences

#### TEKS:

- 6.3 Geography.** The student uses geographic tools to answer geographic questions. The student is expected to:
- (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and
  - (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.
- 6.4 Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
- (B) identify and explain the geographic factors responsible for patterns of population in places and regions;
  - (D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;
  - (E) draw sketch maps that illustrate various places and regions
- 6.5 Geography.** The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:
- (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions
- 6.9 Economics.** The student understands the various ways in which people organize economic systems. The student is expected to:
- (A) compare ways in which various societies organize the production and distribution of goods and services
- 6.21 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 electronic technology. The student is expected to:
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;
  - (E) use standard grammar, spelling, sentence structure, and punctuation
- 7.8 Geography.** The student uses geographic tools to collect, analyze, and interpret data. The student is expected to:
- (B) analyze and interpret geographic distributions and patterns in Texas during the 19th, 20th, and 21st centuries.
- 7.9 Geography.** The student understands the location and characteristics of places and regions of Texas. The student is expected to:
- (B) compare places and regions of Texas in terms of physical and human characteristics
- 7.12 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 that led to the urbanization of Texas;
  - (B) trace the development of major industries that contributed to the urbanization of Texas such as transportation, oil and gas, and manufacturing; and
  - (C) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas.
- 7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

**8.10 Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

- (B) compare places and regions of the United States in terms of physical and human characteristics

**8.11 Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries

**8.12 Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:

- (A) identify economic differences among different regions of the United States;
- (C) explain the reasons for the increase in factories and urbanization; and
- (D) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.

**8.13 Economics.** The student understands how various economic forces resulted in the Industrial Revolution in the 19th century. The student is expected to:

- (B) identify the economic factors that brought about rapid industrialization and urbanization.

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

- (B) identify examples of American art, music, and literature that reflect society in different eras; and
- (C) analyze the relationship between fine arts and continuity and change in the American way of life.

**8.28 Science, technology, and society.** The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:

- (A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; and
- (B) identify examples of how industrialization changed life in the United States.

**8.29 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 electronic technology. The student is expected to:

- (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) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
- (I) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States

**8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

## **2. The Cradle, 1950**

### **Human Migration**

#### **TEKS:**

**6.1 History.** The student understands that historical events influence contemporary events. The student is expected to:

- (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and
- (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

- 6.4 Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
- (C) explain ways in which human migration influences the character of places and regions;
  - (F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia
- 6.17 Culture.** The student understands relationships that exist among world cultures. The student is expected to:
- (D) identify and define the impact of cultural diffusion on individuals and world societies; and
  - (E) identify examples of positive and negative effects of cultural diffusion.
- 7.1 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 why historians divide 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 Conservatism; and Contemporary Texas
- 7.7 History.** The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:
- (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;
  - (F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.
- 7.11 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;
  - (B) analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas
- 7.19 Culture.** The student understands the concept of diversity within unity in Texas. The student is expected to:
- (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- 8.1 History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
- (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects
- 8.6 History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (B) explain the political, economic, and social roots of Manifest Destiny;
  - (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation
- 8.9 History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
  - (B) evaluate the impact of the election of Hiram Rhodes Revels;
  - (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and
  - (D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act.
- 8.11 Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:
- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;
  - (B) describe the positive and negative consequences of human modification of the physical environment of the United States; and
  - (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.

**8.12 Economics.** The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:

(B) explain reasons for the development of the plantation system, the transatlantic slave trade, and the spread of slavery

**8.23 Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration

### 3. The Sorrow of the Nibelungen / Der Nibelungen Leid, 1973

#### Patterns Across Societies

##### TEKS:

**6.1 History.** The student understands that historical events influence contemporary events. The student is expected to:

(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

**6.2 History.** The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

(A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution

**6.15 Culture.** The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

(E) analyze the similarities and differences among various world societies; and

(F) identify and explain examples of conflict and cooperation between and among cultures.

**6.18 Culture.** The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

**6.19 Culture.** The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures

**6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication based on research;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;

(E) use standard grammar, spelling, sentence structure, and punctuation; and

(F) use proper citations to avoid plagiarism.

**7.2 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 individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;

- (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including 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

**7.3 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) trace the development 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;
- (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, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and
- (D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.

**7.5 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 reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;
- (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas; and
- (C) identify significant individuals and events concerning Texas and the Civil War such as John Bell Hood, John Reagan, Francis Lubbock, Thomas Green, John Magruder and the Battle of Galveston, the Battle of Sabine Pass, and the Battle of Palmito Ranch.

**7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:**

- (A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;
- (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;
- (C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;
- (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;
- (E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and
- (F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

**7.21 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 electronic technology. The student is expected to:**

- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
- (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) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps

**7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

**8.1 History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:**

- (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects

- 8.2 History.** The student understands the causes of exploration and colonization eras. The student is expected to:
- (A) identify reasons for European exploration and colonization of North America; and
  - (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.
- 8.4 History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783
- 8.5 History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (D) explain the causes, important events, and effects of the War of 1812;
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- 8.6 History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States
- 8.9 History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- 8.24 Culture.** The student understands the major reform movements of the 19th century. The student is expected to:
- (B) evaluate the impact of reform movements, including educational reform, temperance, the women's rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.
- 8.29 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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid 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) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants;
  - (E) support a point of view on a social studies issue or event;
  - (F) identify bias in written, oral, and visual material;
  - (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author
- 8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.

## **4. *The Sorrow of the Nibelungen/Der Nibelungen Leid, 1973***

### **Effect of War**

#### **TEKS:**

- 6.1 History.** The student understands that historical events influence contemporary events. The student is expected to:
- (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

- (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

**6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research

**7.1 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 why historians divide 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 Conservatism; and Contemporary Texas

**7.5 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 reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;
- (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas

**7.6 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 from Reconstruction through the beginning of the 20th century, 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;
- (B) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life;
- (C) identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg

**7.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

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

**8.1 History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:

- (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects

**8.9 History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:

- (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments;
- (B) evaluate the impact of the election of Hiram Rhodes Revels;
- (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups; and
- (D) identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act

**8.30 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

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

## **5. Scene of Feasting/From Sultan Murad III's "Siyer-i Nebi" or "Life of the Prophet", c. 1594**

### **Monotheistic Religions**

#### **TEKS:**

**6.16 Culture.** The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;
- (B) compare characteristics of institutions in various contemporary societies; and
- (C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.

**6.19 Culture.** The student understands the relationships among religion, philosophy, and culture. The student is expected to:

- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
- (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.

**6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication based on research;
- (C) express ideas orally based on research and experiences;
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;
- (E) use standard grammar, spelling, sentence structure, and punctuation

**7.19 Culture.** The student understands the concept of diversity within unity in Texas. The student is expected to:

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

**7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

**8.2 History.** The student understands the causes of exploration and colonization eras. The student is expected to:

- (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies

**8.3 History.** The student understands the foundations of representative government in the United States. The student is expected to:

- (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.

**8.23 Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:

- (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
- (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;
- (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;
- (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity

**8.25 Culture.** The student understands the impact of religion on the American way of life. The student is expected to:

- (A) trace the development of religious freedom in the United States;
- (B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and
- (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.

**8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
- (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
- (D) create written, oral, and visual presentations of social studies information.

## **6. Hercules Upholding the Heavens, 1918**

### **Tracing Past to the Present**

#### **TEKS:**

**6.1 History.** The student understands that historical events influence contemporary events. The student is expected to:

- (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and

(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

**6.2 History.** The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

- (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and
- (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

**6.18 Culture.** The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

- (A) explain the relationships that exist between societies and their architecture, art, music, and literature;
- (B) relate ways in which contemporary expressions of culture have been influenced by the past;
- (C) describe ways in which contemporary issues influence creative expressions; and
- (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

**7.21 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 electronic technology. The student is expected to:

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

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

- (A) describe developments in art, music, and literature that are unique to American culture such as the Hudson River School artists, John James Audubon, "Battle Hymn of the Republic," transcendentalism, and other cultural activities in the history of the United States;
- (B) identify examples of American art, music, and literature that reflect society in different eras; and
- (C) analyze the relationship between fine arts and continuity and change in the American way of life.

**8.29 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 electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid 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

## 7. Tapestry, 2007

### Adaptation/Modification

#### TEKS:

**6.4 Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

- (C) explain ways in which human migration influences the character of places and regions

**6.6 Geography.** The student understands that geographical patterns result from physical environmental processes. The student is expected to:

- (C) analyze the effects of the interaction of physical processes and the environment on humans.

**6.7 Geography.** The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:

- (A) identify and analyze ways people have adapted to the physical environment in various places and regions;
- (B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and
- (C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.

**6.23 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process 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; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**7.9 Geography.** The student understands the location and characteristics of places and regions of Texas. The student is expected to:

- (B) compare places and regions of Texas in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.

**7.10 Geography.** The student understands the effects of the interaction between humans and the environment in Texas during the 19th, 20th, and 21st centuries. 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
- (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.

**7.23 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process 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; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**8.10 Geography.** The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:

- (B) compare places and regions of the United States in terms of physical and human characteristics; and
- (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.

**8.11 Geography.** The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:

- (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;
- (B) describe the positive and negative consequences of human modification of the physical environment of the United States; and
- (C) describe how different immigrant groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries.

**8.23 Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process 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; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

## **8. Number 6, 1949**

### **Conflict and its Consequences**

#### **TEKS:**

**6.1 History.** The student understands that historical events influence contemporary events. The student is expected to:

- (B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.

**6.2 History.** The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:

- (A) identify and describe the influence of individual or group achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and

- (B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.

**6.15 Culture.** The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

- (F) identify and explain examples of conflict and cooperation between and among cultures.

**6.21 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 electronic technology. The student is expected to:

- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;
- (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

**7.1 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 why historians divide 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 Conservatism; and Contemporary Texas

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

- (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 individuals such as Fray Damián Massanet, José de Escandón, Antonio Margil de Jesús, and Francisco Hidalgo;
- (D) identify the individuals, issues, and events related to Mexico becoming an independent nation and its impact on Texas, including 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

**7.3 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) trace the development 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;
- (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, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto

**7.5 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 reasons for the involvement of Texas in the Civil War such as states' rights, slavery, sectionalism, and tariffs;
- (B) analyze the political, economic, and social effects of the Civil War and Reconstruction in Texas

**7.7 History.** The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to:

- (A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas;
- (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;
- (C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century;
- (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;
- (E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas; and
- (F) analyze the political, economic, and social impact of major events in the latter half of the 20th and early 21st centuries such as major conflicts, the emergence of a two-party system, political and economic controversies, immigration, and migration.

- 7.21 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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas;
  - (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) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.
- 8.1 History.** The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to:
- (A) identify the major eras and events in U.S. history through 1877, including colonization, revolution, drafting of the Declaration of Independence, creation and ratification of the Constitution, religious revivals such as the Second Great Awakening, early republic, the Age of Jackson, westward expansion, reform movements, sectionalism, Civil War, and Reconstruction, and describe their causes and effects
- 8.4 History.** The student understands significant political and economic issues of the revolutionary era. The student is expected to:
- (A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;
  - (B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;
  - (C) explain the issues surrounding important events of the American Revolution, including declaring independence; writing the Articles of Confederation; fighting the battles of Lexington, Concord, Saratoga, and Yorktown; enduring the winter at Valley Forge; and signing the Treaty of Paris of 1783
- 8.5 History.** The student understands the challenges confronted by the government and its leaders in the early years of the republic and the Age of Jackson. The student is expected to:
- (A) describe major domestic problems faced by the leaders of the new republic such as maintaining national security, building a military, creating a stable economic system, setting up the court system, and defining the authority of the central government;
  - (D) explain the causes, important events, and effects of the War of 1812;
  - (G) analyze the reasons for the removal and resettlement of Cherokee Indians during the Jacksonian era, including the Indian Removal Act, Worcester v. Georgia, and the Trail of Tears.
- 8.6 History.** The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to:
- (D) explain the causes and effects of the U.S.-Mexican War and their impact on the United States
- 8.7 History.** The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to:
- (A) analyze the impact of tariff policies on sections of the United States before the Civil War;
  - (B) compare the effects of political, economic, and social factors on slaves and free blacks;
  - (C) analyze the impact of slavery on different sections of the United States; and
  - (D) identify the provisions and compare the effects of congressional conflicts and compromises prior to the Civil War, including the roles of John Quincy Adams, John C. Calhoun, Henry Clay, and Daniel Webster.
- 8.8 History.** The student understands individuals, issues, and events of the Civil War. The student is expected to:
- (A) explain the roles played by significant individuals during the Civil War, including Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Abraham Lincoln, and heroes such as congressional Medal of Honor recipients William Carney and Philip Bazaar;
  - (B) explain the causes of the Civil War, including sectionalism, states' rights, and slavery, and significant events of the Civil War, including the firing on Fort Sumter; the battles of Antietam, Gettysburg, and Vicksburg; the announcement of the Emancipation Proclamation; Lee's surrender at Appomattox Court House; and the assassination of Abraham Lincoln

- 8.9 History.** The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to:
- (C) explain the economic, political, and social problems during Reconstruction and evaluate their impact on different groups
- 8.17 Government.** The student understands the dynamic nature of the powers of the national government and state governments in a federal system. The student is expected to:
- (A) analyze the arguments of the Federalists and Anti-Federalists, including those of Alexander Hamilton, Patrick Henry, James Madison, and George Mason; and
  - (B) explain constitutional issues arising over the issue of states' rights, including the Nullification Crisis and the Civil War.
- 8.26 Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (B) identify examples of American art, music, and literature that reflect society in different eras
- 8.29 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 electronic technology. The student is expected to:
- (A) differentiate between, locate, and use valid 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) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
- 8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.

## 9. Saint Paul Writing His Epistles, c. 1618-1620

### Overcoming Assumptions

#### TEKS:

- 6.16 Culture.** The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
- (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;
  - (B) compare characteristics of institutions in various contemporary societies; and
  - (C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.
- 6.18 Culture.** The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:
- (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.
- 6.19 Culture.** The student understands the relationships among religion, philosophy, and culture. The student is expected to:
- (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and
  - (B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
- 6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;
  - (B) incorporate main and supporting ideas in verbal and written communication based on research;
  - (C) express ideas orally based on research and experiences;
  - (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;
  - (E) use standard grammar, spelling, sentence structure, and punctuation

- 7.19 Culture.** The student understands the concept of diversity within unity in Texas. The student is expected to:
- (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture
- 7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.
- 8.2 History.** The student understands the causes of exploration and colonization eras. The student is expected to:
- (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies
- 8.3 History.** The student understands the foundations of representative government in the United States. The student is expected to:
- (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.
- 8.23 Culture.** The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:
- (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;
  - (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;
  - (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;
  - (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity
- 8.25 Culture.** The student understands the impact of religion on the American way of life. The student is expected to:
- (A) trace the development of religious freedom in the United States;
  - (B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and
  - (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.
- 8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources;
  - (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and
  - (D) create written, oral, and visual presentations of social studies information.

## 10. Abstraction, c. 1914

### Practicing Map Skills

#### TEKS:

- 6.3 Geography.** The student uses geographic tools to answer geographic questions. The student is expected to:
- (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;
  - (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;
  - (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and
  - (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.
- 6.4 Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
- (D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;
  - (E) draw sketch maps that illustrate various places and regions

- 6.5 Geography.** The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:
- (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;
  - (B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory
- 6.21 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 electronic technology. The student is expected to:
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- 7.21 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 electronic technology. The student is expected to:
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- 8.29 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 electronic technology. The student is expected to:
- (C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;
  - (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs;
  - (J) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.

## 11. *The Japanese Footbridge, Giverny, c. 1922*

### Adaptation vs. Modification

#### TEKS:

- 6.3 Geography.** The student uses geographic tools to answer geographic questions. The student is expected to:
- (A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;
  - (B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;
  - (C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and
  - (D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.
- 6.4 Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
- (A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;
  - (D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;
  - (F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.
- 6.6 Geography.** The student understands that geographical patterns result from physical environmental processes. The student is expected to:
- (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;
  - (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber
- 6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:
- (A) use social studies terminology correctly;

(E) use standard grammar, spelling, sentence structure, and punctuation

**7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources

**8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources

## 12. *Male Spirit Spouse, Blolo Bian, early 20th century*

### Cultural Diffusion

#### TEKS:

**6.15 Culture.** The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

(A) define culture and the common traits that unify a culture region;

(B) identify and describe common traits that define cultures;

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;

(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

(E) analyze the similarities and differences among various world societies; and

(F) identify and explain examples of conflict and cooperation between and among cultures.

**6.17 Culture.** The student understands relationships that exist among world cultures. The student is expected to:

(D) identify and define the impact of cultural diffusion on individuals and world societies; and

(E) identify examples of positive and negative effects of cultural diffusion.

**6.18 Culture.** The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

**6.19 Culture.** The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures

**6.21 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 electronic technology. The student is expected to:

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

**6.22 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication based on research;

(C) express ideas orally based on research and experiences;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;

(E) use standard grammar, spelling, sentence structure, and punctuation

**7.21 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 electronic technology. The student is expected to:

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

**7.22 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources

**8.29 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 electronic technology. The student is expected to:

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

**8.30 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 standard grammar, spelling, sentence structure, punctuation, and proper citation of sources

## 13. *Virgin and Child, c. 1500–1510*

### Understanding Points of View

#### TEKS:

**6.16 Culture.** The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

(B) compare characteristics of institutions in various contemporary societies; and

(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.

**6.18 Culture.** The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

**6.19 Culture.** The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and

(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.

**6.21 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 electronic technology. The student is expected to:

(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

**7.21 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 electronic technology. The student is expected to:

(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

**8.29 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 electronic technology. The student is expected to:

(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

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